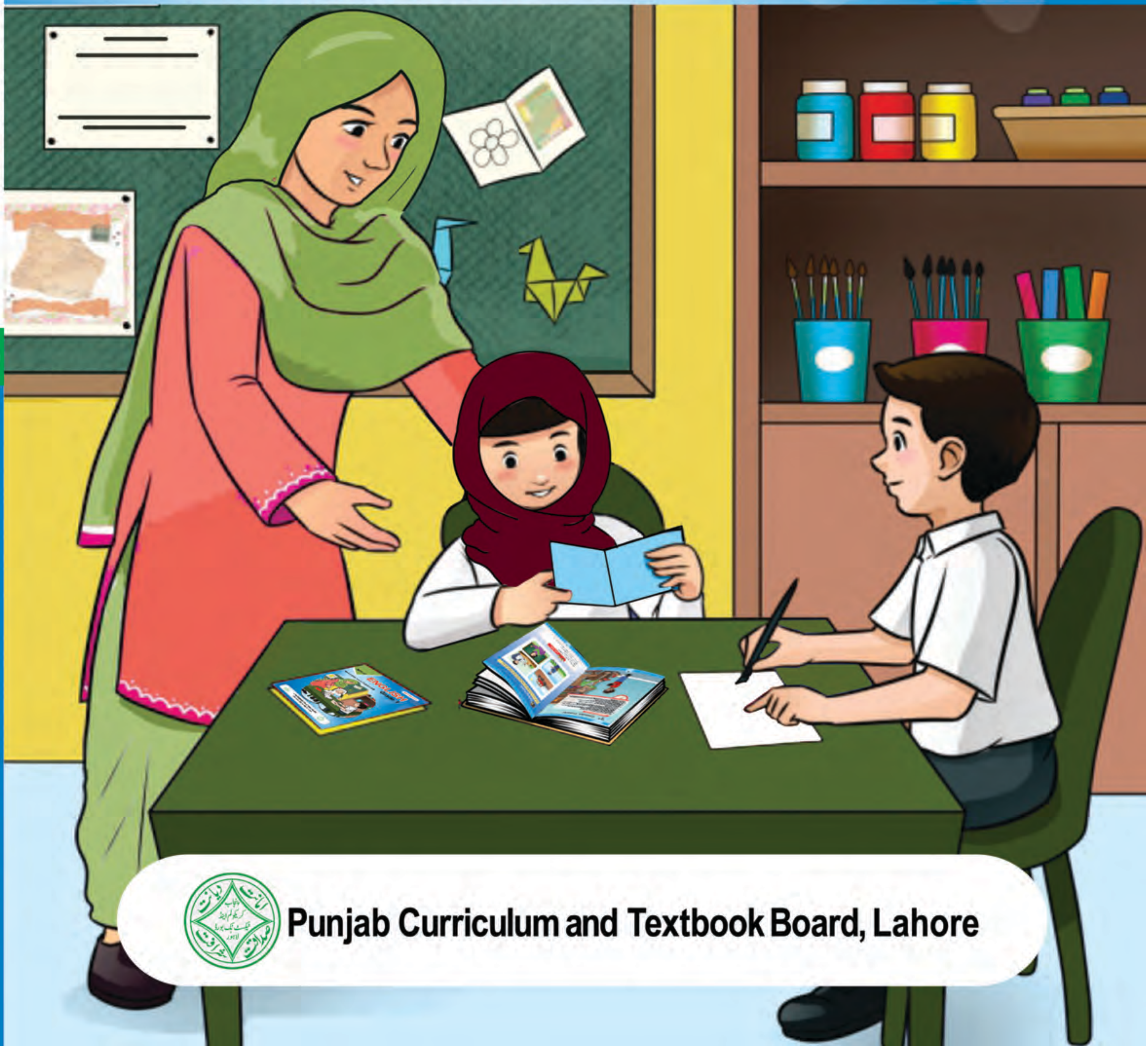
ENGLISH

Grade 1

Based on Single National Curriculum 2020

One Nation, One Curriculum



Punjab Curriculum and Textbook Board, Lahore

بِسۡمِ اللّٰہِ الرَّحۡمٰنِ الرَّحِیۡمِ

(In the Name of Allah, the Most Compassionate, the Most Merciful)

English

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PUNJAB CURRICULUM AND TEXTBOOK BOARD, LAHORE

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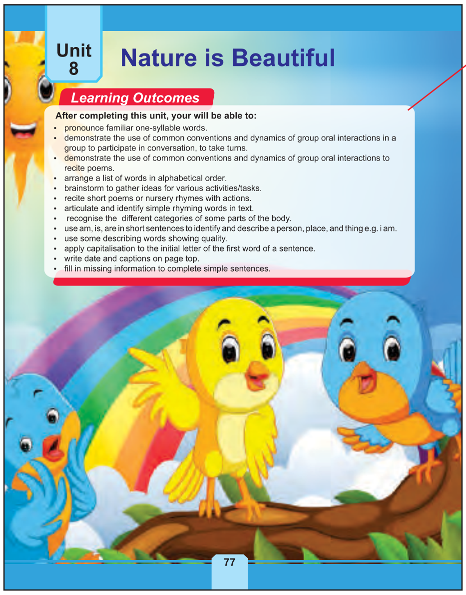
Unit 8

Nature is Beautiful

Learning Outcomes

After completing this unit, your will be able to:

- pronounce familiar one-syllable words.
- demonstrate the use of common conventions and dynamics of group oral interactions in a group to participate in conversation, to take turns.
- demonstrate the use of common conventions and dynamics of group oral interactions to recite poems.
- arrange a list of words in alphabetical order.
- brainstorm to gather ideas for various activities/tasks.
- recite short poems or nursery rhymes with actions.
- articulate and identify simple rhyming words in text.
- recognise the different categories of some parts of the body.
- use am, is, are in short sentences to identify and describe a person, place, and thing e.g. i am.
- use some describing words showing quality.
- apply capitalisation to the initial letter of the first word of a sentence.
- write date and captions on page top.
- fill in missing information to complete simple sentences.

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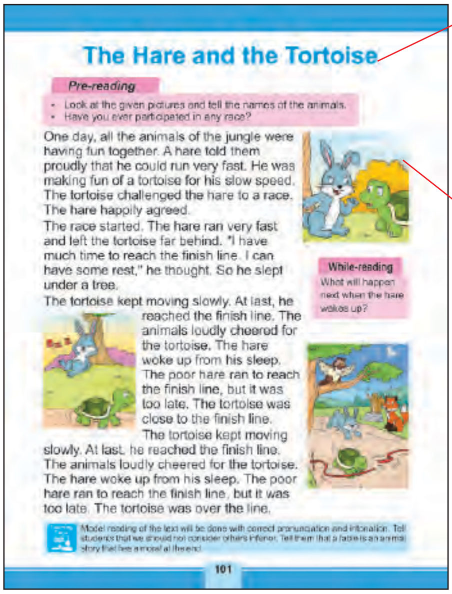
Learning outcomes provide key learning expectations.

Each unit revolves around a social/ ethical theme and content for the development of four language skills.


The Hare and the Tortoise

Pre-reading

- Look at the given pictures and tell the names of the animals.
- Have you ever participated in any race?

One day, all the animals of the jungle were having fun together. A hare told them proudly that he could run very fast. He was making fun of a tortoise for his slow speed. The tortoise challenged the hare to a race. The hare happily agreed.

The race started. The hare ran very fast and left the tortoise far behind. "I have much time to reach the finish line. I can have some rest," he thought. So he slept under a tree.

The tortoise kept moving slowly. At last, he reached the finish line. The animals loudly cheered for the tortoise. The hare woke up from his sleep. The poor hare ran to reach the finish line, but it was too late. The tortoise was close to the finish line. The tortoise kept moving slowly. At last, he reached the finish line. The animals loudly cheered for the tortoise. The hare woke up from his sleep. The poor hare ran to reach the finish line, but it was too late. The tortoise was over the line.

While-reading

What will happen next when the hare wakes up?

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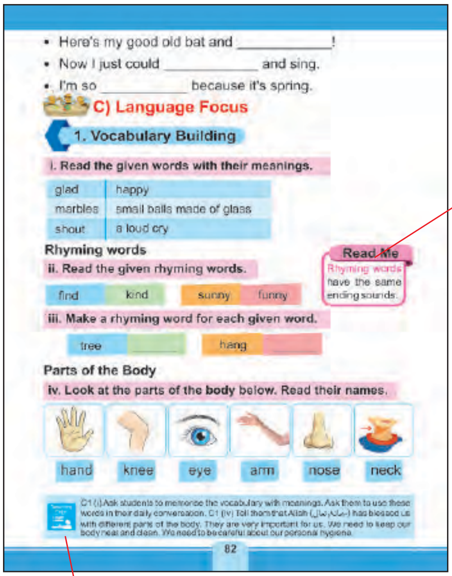
Text is organised around the theme of the unit. Pictures aid in better understanding of the text.


- Here's my good old bat and ___________!
- Now I just could ___________ and sing.
- I'm so ___________ because it's spring.

C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

glad	happy
marbles	small balls made of glass
shout	a loud cry

Rhyming words

ii. Read the given rhyming words.

find kind sunny funny

Read Me: Rhyming words have the same ending sounds.

iii. Make a rhyming word for each given word.

tree ___ hang ___

Parts of the Body

iv. Look at the parts of the body below. Read their names.

hand knee eye arm nose neck

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It provides information about the concept being taught.

Each unit is divided into four major sections. These sections collectively develop spelling and other language skills: reading, writing, listening and speaking.

Teaching points make teaching more effective and skillful.

Review pages have been provided throughout the book to assess students' learning.

Review - 1

A) Oral Communication

1. Learning the Sounds

Read the given words and underline the consonant blends.

brick block drop blue

dream class brain clock

Look at the given pictures and circle their letter sounds.

c b   k m   s z

Arrange a role-play activity in class and ask students to share some sentences about themselves and their families.

B) Reading and Critical Thinking

Reading Comprehension

Answer the given questions.

- How many brothers and sister do you have?
- What are three things that you do in your school?
- When do you get up in the morning?

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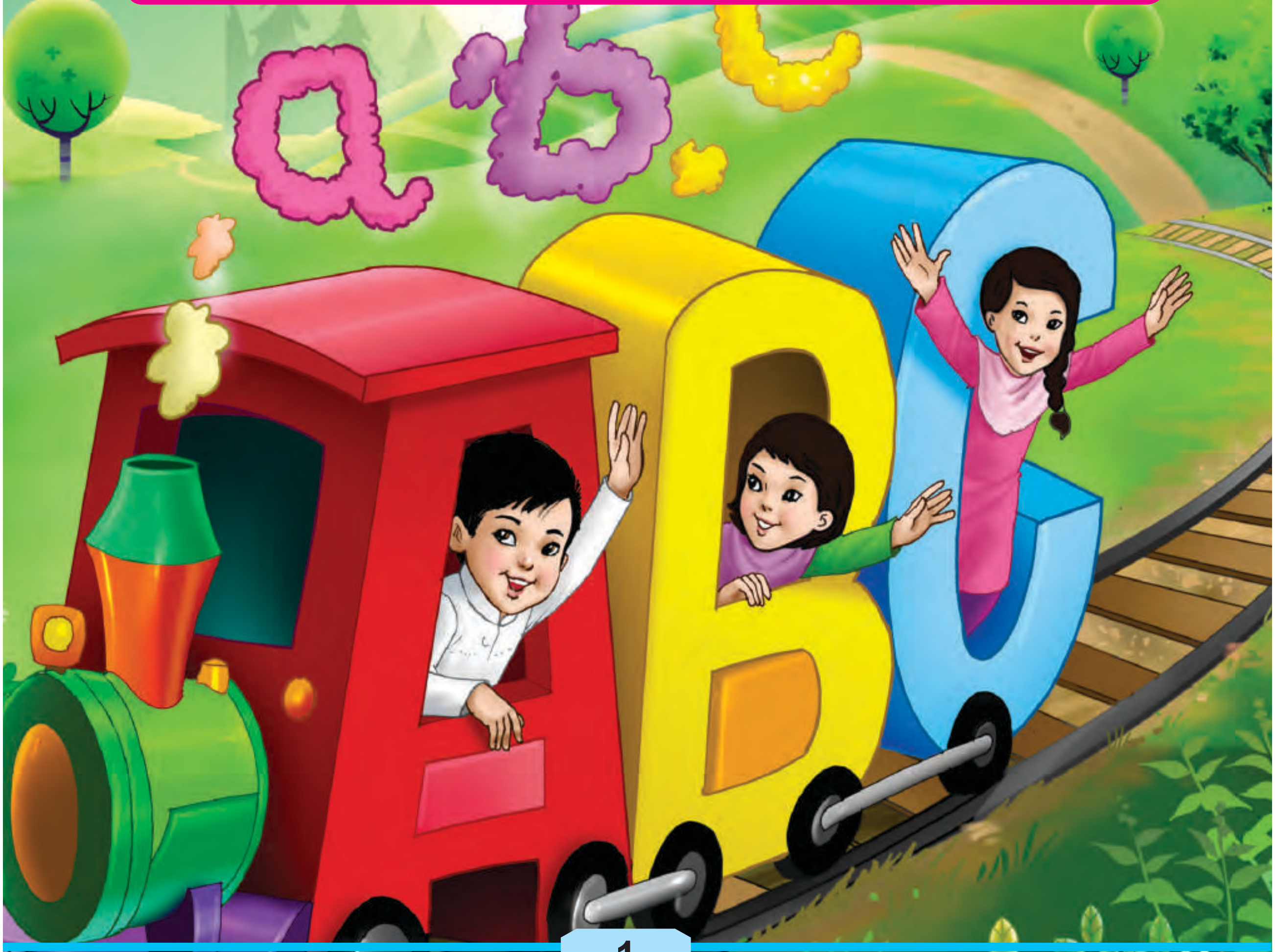
Unit 1

Time to Recall

Learning Outcomes

After completing this unit, you will be able to:

- articulate the sounds of letters of the alphabet in series and in random order.
- hold a pencil correctly.
- trace and draw vertical, horizontal, slanted, curved lines forwards and backwards.
- trace and draw circles and curves.
- colour within lines and create simple patterns.
- recognise that English is written from left to right.
- trace and write small and capital letters following appropriate writing models of regular shape and size.
- write small and capital letters in series and in random order.
- take dictation of the alphabet.
- recognise individual sounds in a word, e.g. /p/, /i/, /n/ in, pin.



Getting Started

Look and say the words.

Let's Talk

- Say the initial sounds of the given words.
- Name any five objects in your surroundings.

1. Read the given letters and say their sounds.

Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx
	Yy	Zz	

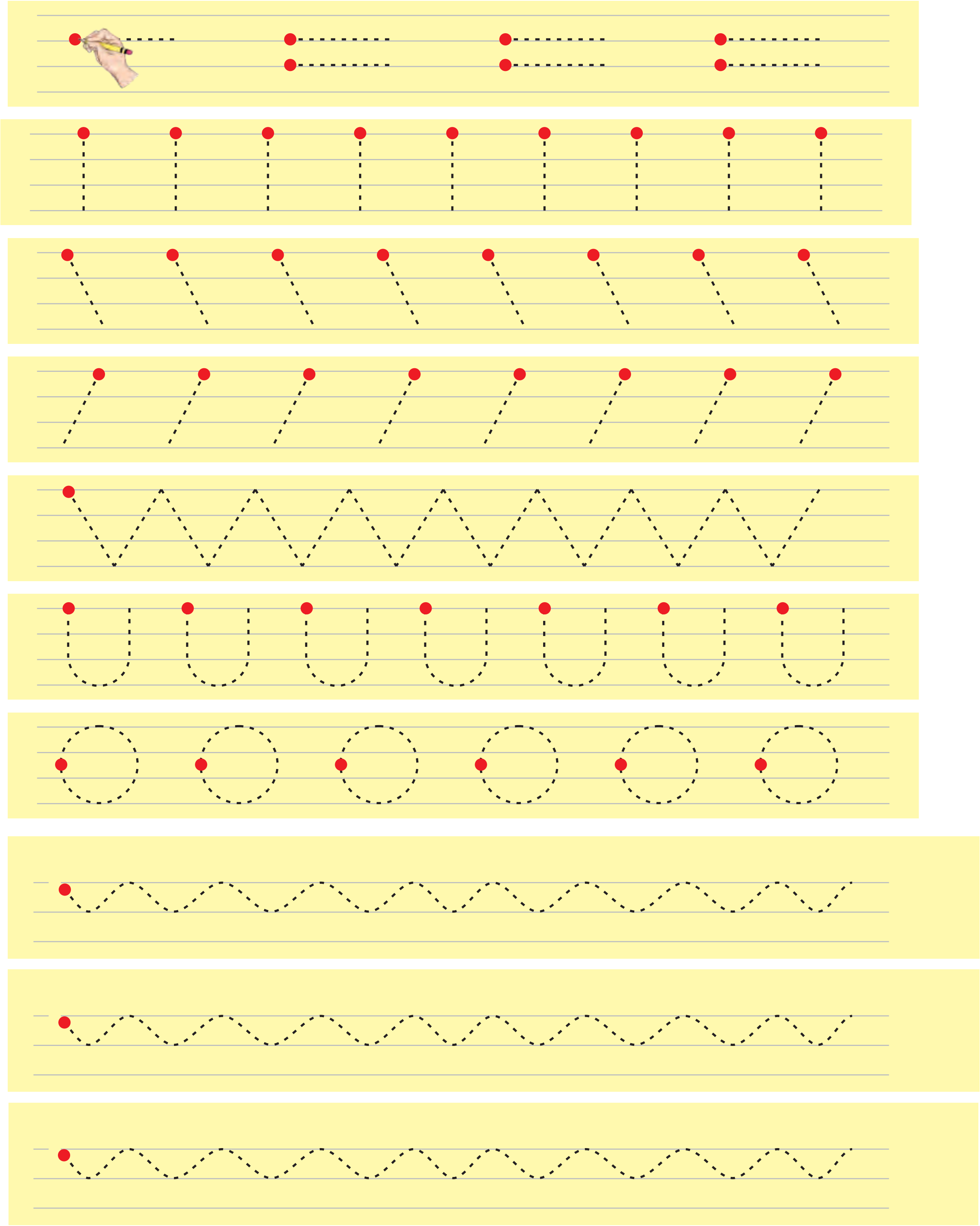
2. Say the sounds of the given letters.

z d h t l n

Teaching Point

Model reading of the letters needs to be done with correct pronunciation. (Show and Tell) Show picture-letter flash cards to students and encourage them to say the sounds and name the objects. Encourage students to pronounce the letters of the alphabet in series. In the end, have your students drill the complete alphabet in series with correct pronunciation. Give the concept of capital and small letters.

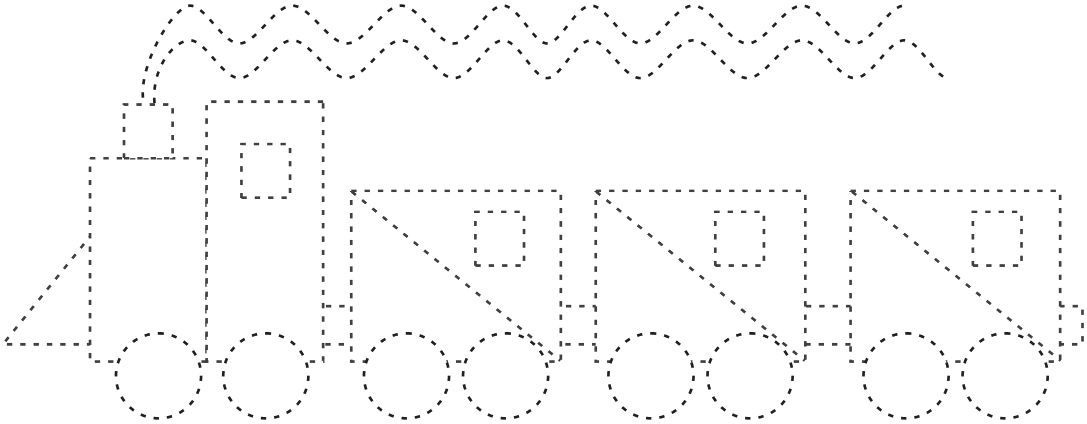
3. Trace the given lines.

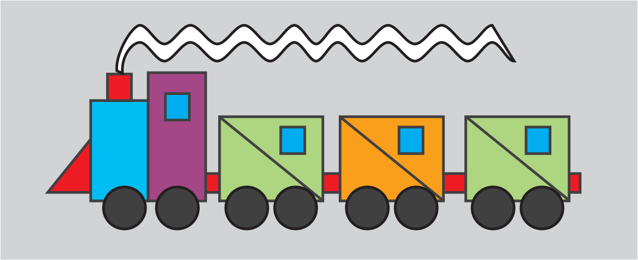


Teaching Point

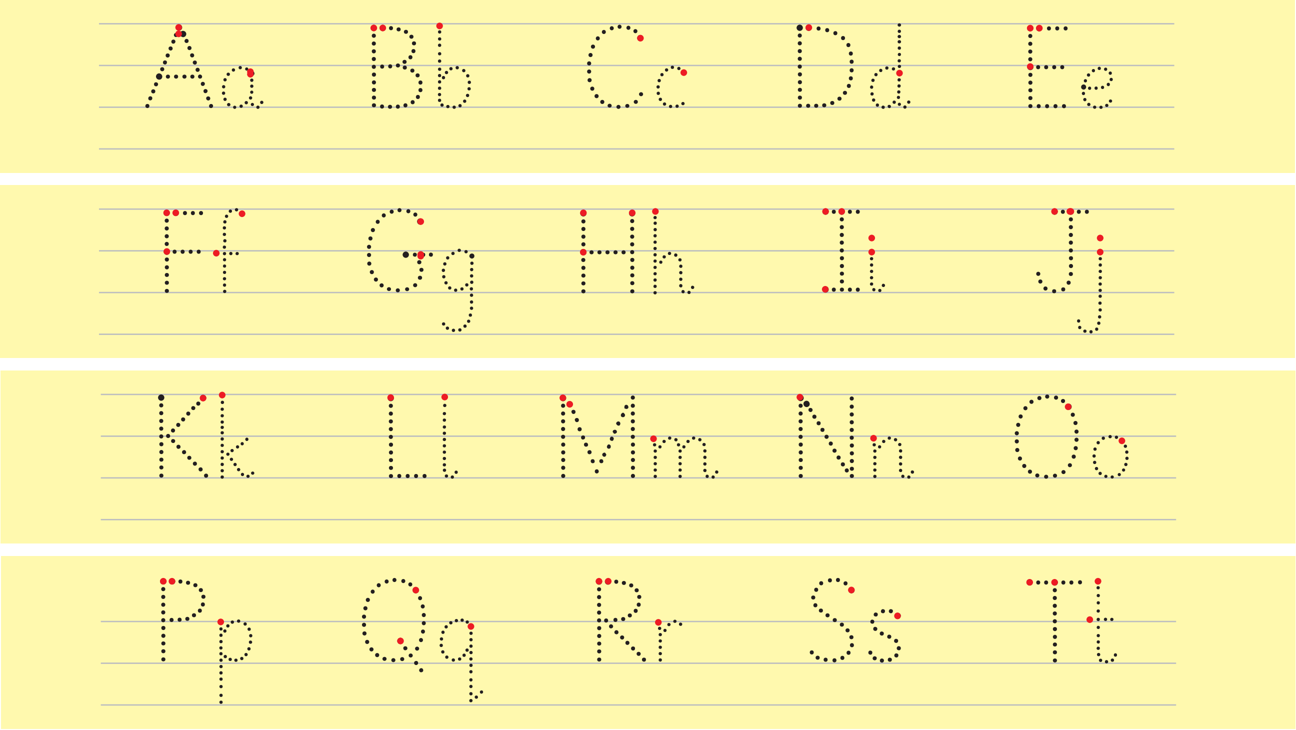
Guide students by showing them how to hold their pencils correctly. Tell them to start with the dot.

4. Trace and colour the picture below.





5. Trace and copy the capital and small letters.



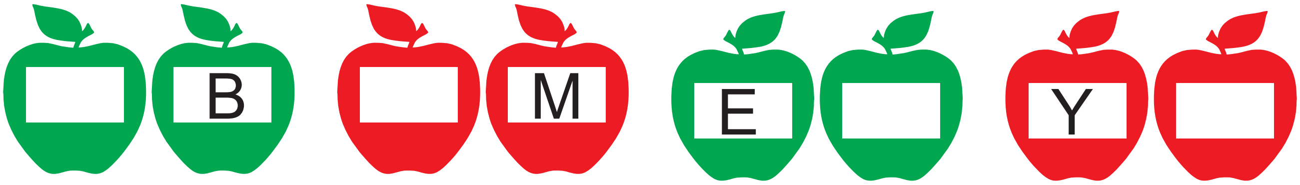
Teaching Point Help students in tracing and colouring if need be. Encourage them to colour within the shapes space. Share the names of different lines (vertical, horizontal, etc.) with them. Encourage them to draw different lines and patterns in their notebooks.

Uu Vv Ww Xx

Yy Zz

6. Write capital letters in alphabetical order.

7. Write the letters which come before or after each given letter.



Teaching Point

Tell them that we always write English from left to right. Tell students that the alphabet is a set of letters, we can write each letter of the alphabet as a small letter or as a capital letter. Encourage them to trace the small and capital letters. Guide them to write on four lines. Ask them to say each letter sound while tracing it. Encourage them to read the given letters and write the letter which comes before or after each given letter.

Dictation

8. Write the letters of the pronounced letters.

9. Trace and copy the given words.

sun		ant	
pan		rat	
jug		hen	

Teaching Point

Dictate the different letters of the alphabet to students. Encourage them to follow the correct letter formation while writing. Explain the concept of three-letter words. Tell them that letters combine to make words. Read each word first and then ask them to trace and copy the words. Encourage them to write on the lines.

Unit
2

My Family and I

Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- interact with the text and use reading strategies (while-reading) to use pictures or rebus in texts to increase their understanding.
- pronounce and match the initial sounds of common words depicted in pictures with their corresponding letters.
- recognise individual sounds in a word, e.g. /p/, /i/, /n/ in pin, etc.
- respond to text (post-reading) to express understanding of the story through pantomime.
- demonstrate the use of common conventions and dynamics of group oral interactions in a group to introduce themselves.
- point out/name some common objects in a picture or in an illustration.
- describe them in a word or two, or in a sentence.
- spell simple one/two-syllable words.
- recognise the different categories such as: numbers in words etc.
- trace and copy familiar words learnt in class.
- provide the missing letters in simple one/two-syllable words.
- recall and match common naming words with pictures from the immediate environment.
- recognise and use substitution words as subjective case: I, we, you, he, she, it and they.
- copy and write simple one-syllable words with correct spelling.

Getting Started

Look at the picture and answer the questions orally.

Let's Talk

- What is written on the buntings?
- What are the shapes of the gifts?
- How many bottles are there on the table?
- How are they feeling?
- Do you like to share your birthday gifts with your brothers and sisters? Why?

My Family and I

Pre-reading

- Look at the pictures and read the title of the lesson.
- Guess, what will you study in this lesson?

My name is Sa'ad. I am a Pakistani. I am six years old. I live with my parents, grandparents, two brothers and a sister. I am in class one. I go to school in the morning. I eat my lunch during the break after washing my hands with soap and water.

I come back home at one o'clock. First, I do my homework. Then, I play with my brothers and sister in the evening. I have many toys to play with. Mostly, I love to play with my toy train.

I love to have dinner with my family. Every night, my mother tells me a bedtime story. Then, I go to sleep.

While-reading

Saad plays with his ______ .

Post-reading

- What do you like to have for lunch?
- Share three things that you do after school.

Teaching Point

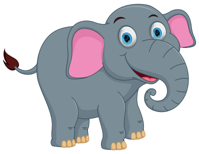
Model the text by reading with correct pronunciation and intonation. Ask students to tell the class about themselves and their families. Encourage them to answer the given questions orally.

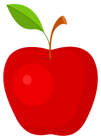
A) Oral Communication

1. Learning the Sounds

Letter Sounds

i. Match the pictures with the sounds.





a
u
v
j
e
s

ii. Read the given words and notice how different letters have different sounds in a word.

f a n fan

b o x box

c u p cup

n e t net

p i n pin

c a t cat

2. Learning to Speak

i. Read and practise the given dialogue.

Assalaamu Alaikum!
I am Mariam.
How are you?

Wa Alaikum Assalaam!
I am Sara.
I am fine. Thank you!

Teaching Point: A1 (i) Tell students that the initial sound is the beginning sound of a word. Encourage them to match the pictures with the letter sounds. A2 (i) Get students into pairs and ask them to greet and introduce each other.

ii. Read the dialogue on the previous page and practise introducing yourself in the class.

B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- How many sisters does Sa’ad have?
- Write two things that Sa’ad does when he comes back home from school.
- What do you like to do in the evening?

ii. Fill in the blanks using the given word bank.

green orange like

- This is an ______________.
- Its leaves are ___________.
- I _________ it.

iii. Read the lesson again and fill in the blanks with correct option.

- Sa’ad is __________ years old.

  a) four b) five c) six d) seven

- Sa’ad has ________ family members.

  a) six b) seven c) eight d) nine

Teaching Point

B (i) Ask students to read the questions and answer them orally. B (ii) Ask students if they like oranges. Tell them that oranges are good for health. Ask them to tell the names of their favourite fruits.

- Sa’ad washes his hands with ____________ and water.

a) soap b) soil c) oil d) lotion

- Sa’ad's ____________tells him a bedtime story.

a) sister b) father c) mother d) brother

C) Language Focus

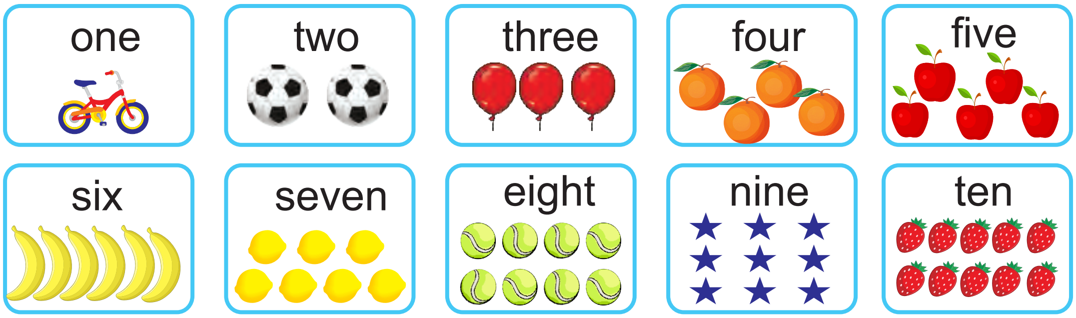
1. Vocabulary Building

i. Read the given words with their meanings.

study	to learn by reading or attending school
complete	to finish a task
toy	an object for children to play with

Number Words

ii. Read the given numbers in words.



iii. Read the unit again. Circle the numbers you find in the text.

two four six eight ten one

Teaching Point

C1 (i) Ask students to learn vocabulary with their meanings and try to use them in their daily conversations. C1 (ii) Ask students to count different things present in the classroom.

iv. Read the words below and learn their spellings. Also trace and copy them.

study	lunch	play	school	mother
study	lunch	play	school	mother

v. Fill in the missing letters to complete the words.

ho__e

st __ ry

___ister

e__t

tr__in

Read Me

One-syllable words cannot be divided into parts and are pronounced in one go, For example: cat, book, etc.
Two-syllable words are pronounced in two parts together. For example: broth.er, eve.ning, etc.

2. Learning to Spell

i. Read the given sight words.

to and he you I the

ii. Write each sight word in the shape box that fits. The first one has been done for you.

t h e

Teaching Point

C1 (iv) Ask students to read the given words with correct pronunciation, trace or copy them properly.
C1 (v) Tell them that a syllable is a word or part of a word that is pronounced as a single sound.

iii. Circle the correct spelling in each row.

paly	play	playy
clock	cloock	clcok
terain	trrain	train
story	stoory	storry
brothar	beother	brother

3. Grammar

Nouns (Naming Words)

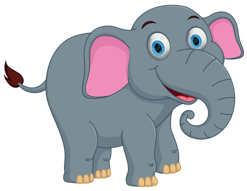
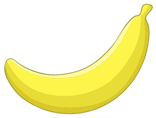
i. Read the given sentences and notice the use of naming words.

- Where is my train?
- I like my home.
- Sa’ad is going to school in the morning.

Read Me

Naming words are the names of people, animals, places and things. For example: girl, book, pen, duck, etc.

ii. Match the given nouns with their pictures.

- boy
- cow
- ball
- elephant
- banana
- girl

Teaching Point

C3 (i) Tell students that nouns are also called naming words. Ask them to read the unit again and share three nouns.

Pronouns (Substitution Words)

iii. Look at the pictures and read the given pronouns.

Read Me

Words that take the place of nouns are called **pronouns**. For example: I, you, he, she, we, they, it.

I am Umar.
I am a boy.

Hi, Anna!
You look nice.

Mithu is a parrot.
It is green.

Hira and I are friends.
We are in class one.

Haris is my brother.
He is a good boy.

Samita and Asma are sisters.
They are girls.

Sidra is my friend.
She is a girl.

iv. Fill in the blanks with the correct pronouns.

1.________ is a girl.
i. She ii. He

2.________ are a student.
i. It ii. You

3. _______ is a good boy.
i. He ii. She

4. ________ are in class one.
i. I ii. We

5. __________ am a teacher.
i. You ii. I

6. __________ is a rabbit.
i. It ii. They

Teaching Point

C3 (iii) Tell students that pronouns are also called substitution words. C3 (iv) Ask them to fill in the blanks using correct pronouns.

D) Writing

Read Me

One-syllable words cannot be split into parts. They are pronounced as a single unit. For example: cat, book, mat.

1. Learning to Write

i. Read and copy the given one-syllable words.

sun ________ van ________ hat ________

jug ________ cup __________ log__________

ii. Read the given passage and find five one-syllable words in it. Then write them in the provided boxes.

I am Sa'ad. I have a pet cat. Its name is Tom. It sits on a big mat. It likes to play with a red ball. It likes to drink milk.

2. Creative Writing

Interview one of your friends and fill in the following information about him or her.

Name: ________________________________

Age: _________________________________

Class: ________________________________

Father's name: _________________________

Mother's name: _________________________

Favourite toy: __________________________

Teaching Point

D1 (i) Have students find five one-syllable words in the unit and copy them in their notebooks. D2 (Role play) Get students into pairs and ask them to interview each other. Help them while taking interviews from their friends. Instruct them to write the correct spellings and space words evenly.

Unit 3

Cobbler, Cobbler

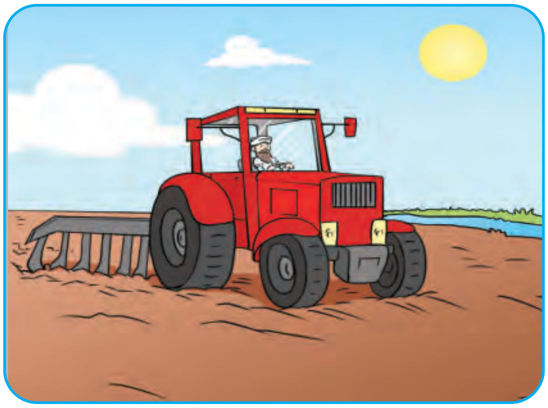
Learning Outcomes

After completing this unit, you will be able to:

- recite short poems or nursery rhymes with actions.
- respond to the text (post reading) to express likes/dislikes about the poem.
- recognise and identify consonants and vowels in the English alphabet. Use common consonant blends (/bl/, /cl/, /br/ and /dr/).
- recognise, articulate and use some formulaic expressions to offer and respond to basic routine greetings. Express and offer a few basic social courtesies.
- demonstrate the use of common conventions and dynamics of group oral interactions in a group to recite poems.
- recognise and produce individual sounds.
- identify naming words and action words.
- read common naming words and action words and match them with pictures.
- identify and articulate simple rhyming words in a text.
- use naming words in speech and writing.
- recognise and use substitution words as subjective case: I, we, you, he, she, it and they.
- trace and write simple sentences leaving space between words using correct capitalisation, punctuation and spelling.

Getting Started

Look at the given pictures. Can you tell who these people are?



Let's Talk

- Who helps you in your studies?
- What does a doctor do?
- Where do you see a policeman?
- Think and tell the names of any two professions.

Cobbler, Cobbler

Pre-reading

- Look at the given picture and tell what the poem can be about.
- Have you ever seen a cobbler in your town?

Cobbler, Cobbler, mend my shoe.
Get it done by half past two.

Half past two is much too late!
Get it done by half past eight.

Stitch it up and stitch it down.
And I'll give you half a crown.

While-reading

I went to the cobbler
to get my __________
mended.

Post-reading

- What is the job of a cobbler?
- Have you ever gone to a cobbler to get your shoes mended?
- Do you like the poem 'Cobbler, Cobbler'?

Teaching Point Model the poem by reading with correct pronunciation and intonation. Discuss different professions with students. Ask them to tell what they want to be when they grow up.

A) Oral Communication

1. Learning the Sounds

Consonant Blends

i. Read these words aloud with the given consonant blends.

cl	class	clap	clip
bl	black	blind	blue
dr	dry	drink	dream
br	brown	branch	broom

Read Me

A consonant blend is a group of two or three consonants in a word. Each consonant keeps its own sound in the word.

ii. Fill in the blanks with 'cl', 'bl', 'dr' or 'br'.

____ead

____ock

____um

____ock

2. Learning to Speak

i. Read and practise the given dialogue.

Ayan: Assalaamu Alaikum!/ Hello! How are you?

Sana: Wa Alaikum Assalaam!/ Hi! I am fine. Thank you!

Ayan: Could I please have your crayons?

Sana: Sure. Here they are.

Ayan: Thank you very much!

Sana: You are welcome!

Teaching Point

A1 (i) Explain to students the concept of consonant blends. Encourage them to share more examples using each blend. Also explain that each letter has its individual sound and when we blend these letters, they make a new sound. A2 (i) Ask them to role-play the dialogue given above.

ii. Practise the dialogue in class using routine greetings and social courtesies in it.

B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- Why did the boy go to the cobbler?
- How many times did the boy go to the cobbler?
- Find and write the pairs of rhyming words in the poem.

ii. Read the given naming and action words.

Naming Words	Action Words
cobbler	mend
park	play
duck	stitch
book	sit

Read Me

Naming words are the names of people, places, animals or things. For example: Haris, school, chair, table, etc.
Action words express actions. For example: run, drink, read, etc.

iii. Look at the given pictures and match them with their names.

car

house

rabbit

girl

Teaching Point: B (i) Ask students to read the questions and answer them. B (ii) Have them recall the concept of naming words and action words. Encourage them to share more examples from their surroundings.

iv. Read the action words and match them with the given pictures.

cook

eat

read

brush

v. Fill in the blanks using the given word bank.

- Cobbler, cobbler, mend my ______________.
- Stitch it up and stitch it ___________.
- Half past ____________ is much too late!
- Get it done by half past _______________.
- And I'll give you half a ______________.

eight
down
crown
shoe
two

C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

cobbler	a person who repairs shoes
mend	to fix
stitch	to sew
crown	coin, money

Teaching Point

B (iv) Ask students to match the pictures with their action words. C1 (i) Ask students to learn the words with meanings and try to use new words in their daily conversations.

Rhyming Words

ii. Read the given rhyming words.

shoe two

pen hen

down crown

Read Me
Rhyming words have the same ending sounds.

iii. Match the rhyming words.

cook	blow
late	book
grow	eight

2. Learning to Spell

i. Read the given sight words.

it of in was said with

ii. Write each sight word in the shape box that fits.

iii. Fill in the missing letters to complete the words.

c__bbler ___end eig__t st___tch cro___n

Teaching Point

C1 (ii) Explain to students the concept of rhyming words by giving examples on the board. Encourage them to share more examples.

3. Grammar

Nouns (Naming Words)

i. Fill in the blanks with naming words. Look at the given pictures for help.

- She is a ___________________.
- Sajid has a pet _______________.
- Maha has two ____________.

Pronouns (Substitution Words)

ii. Rearrange the given sentences correctly and circle the pronouns in them. Remember to start with the capital letter and end with a full stop.

- am cobbler I a _________________________________
- a teacher are you _________________________________
- my it black shoe is _________________________________
- together we play _________________________________
- a doctor he is. _________________________________
- very is beautiful she. _______________________________
- are standing they. _________________________________

Teaching Point

C3 (ii) Have students recall the concept of pronouns. Encourage them to rearrange the sentences and circle the pronouns in them.

D) Writing

1. Learning to Write

Trace the following sentences and copy them on the given lines.

- I am a boy/girl.

  I am a boy/girl.

- I am a student.

  I am a student.

- I go to school every day.

  I go to school every day.

- I love my country.

  I love my country.

2. Creative Writing

Complete the given sentences with word bank.

cobbler, teacher, doctor, gardener

- A person who mends shoes is a ________________.
- A person who teaches is a ________________.
- A person who treats ill people is a ________________.
- A person who works in a garden is a ________________.

Teaching Point

D1 Help students in tracing and copying the given sentences. Tell them that we start a sentence with a capital letter and put a full stop at the end. Ask them to space words evenly and pay special attention to their spellings while copying the sentences.

Review - 1

A) Oral Communication

Learning the Sounds

Read the given words and underline the consonant blends.

brick	block	drop	blue
dream	class	brain	clock

Look at the given pictures and circle their letter sounds.

c b

k m

s z

Arrange a role-play activity in class and ask students to share some sentences about themselves and their families.

B) Reading and Critical Thinking

Reading Comprehension

Answer the given questions.

- How many brothers and sisters do you have?
- What are three things you do in your school?
- When do you get up in the morning?

Read the given sentences. Underline the nouns and circle the action words.

- The boy goes to the cobbler.
- Maryam is going to the park.
- Ali is sleeping in his room.
- I play with my brothers.
- The rabbit jumps.

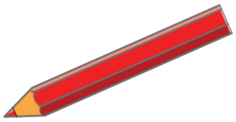
C) Language Focus

Vocabulary Building

Read the given words and write their meanings.

cobbler	
crown	
stitch	

Write names of the given pictures.



Tick (✓) the correct pronouns and fill in the blanks.

- Hira and Asma are playing. ________ are good friends. (He, They)

- Vicky is a boy. ________ is a good student. (He, She)

- Hi, Rita! _______ look happy. (They, You)

D) Writing

1. Learning to Write

Write three sentences on what you would like to be when you grow up.

____

____

____

Write any three one-syllable words.

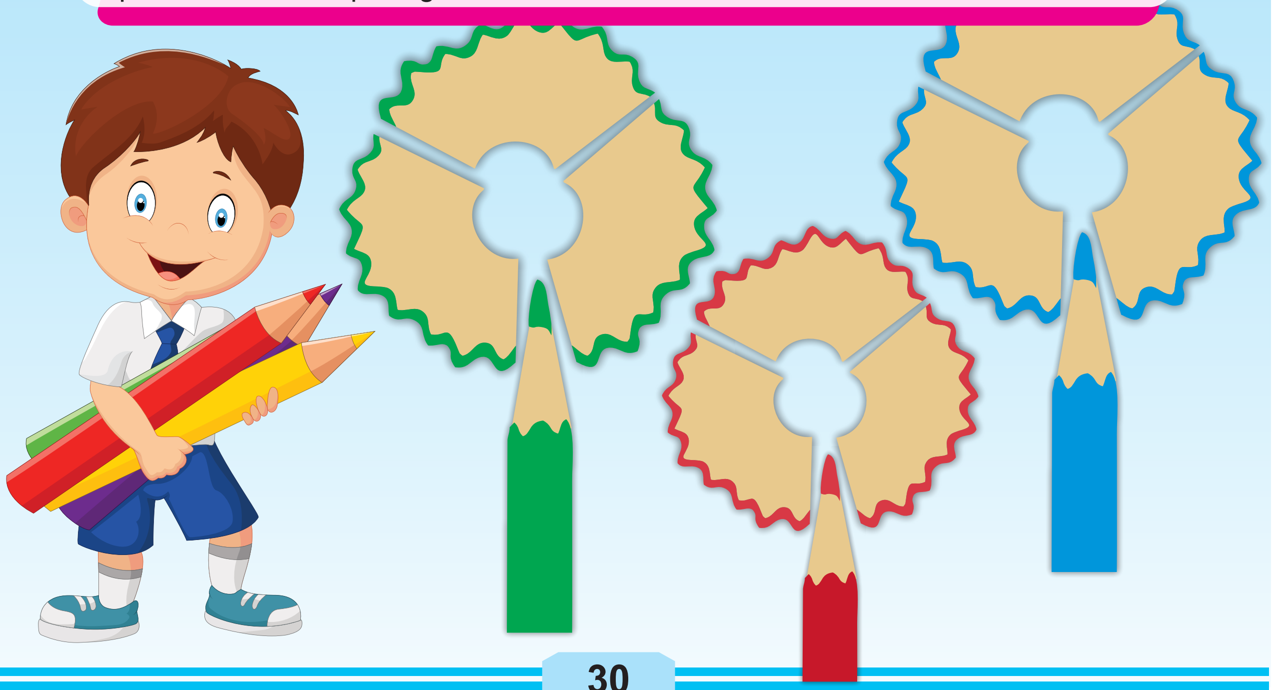
Unit 4

Let's Have Fun!

Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- interact with a text and use reading strategies (while reading) to guess what follows in a story.
- respond to the text (post reading) to express likes/dislikes about the story.
- recognise and pronounce some common consonant digraphs in initial position (/th/, /ph/, /ch/).
- recognise, articulate and use some formulaic expressions to listen and respond to a few commands.
- identify initial consonant clusters.
- recognise, articulate and use some common phrases and formulaic expressions to offer and respond to basic routine greetings/courtesies.
- recognise and change the number of simple naming words by adding or removing “s” (singular/plural).
- recognise and use words that point to something: this, that.
- identify 'a' or 'an' as articles.
- write appropriate naming and action word(s) to identify an object or an action in a picture.
- show a series of actions in a picture by writing action verbs.
- construct simple sentences of three/four words using correct capitalisation, punctuation and spelling.



Getting Started

We all do little things at home, school or in the classroom. We have some favourite chores to do. Look at the pictures below. All kids are doing their favourite activities. They enjoy their hobbies.

Let's Talk

- What is your hobby?
- Do you enjoy working with others?
- Are you fond of reading? What kind of books do you like to read?

Let's Have Fun!

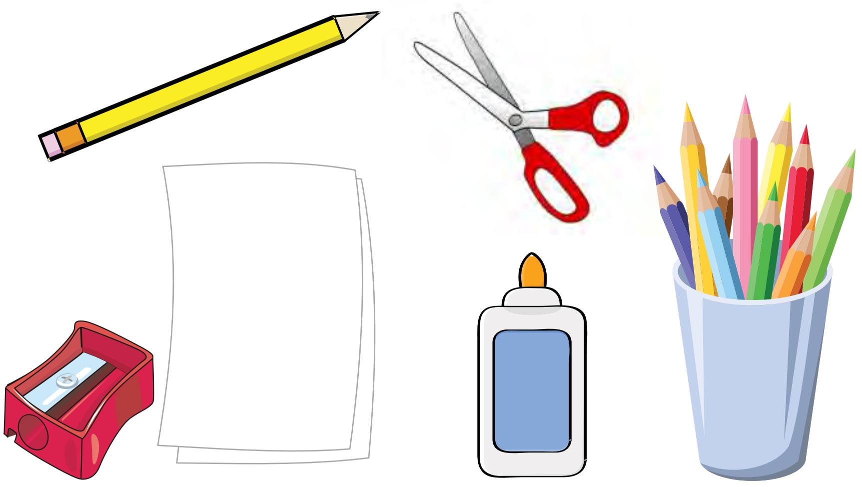
Pre-reading

- Do you help your family members?
- Have you ever made any paper craft at home?

Huma is a good girl. She likes helping others. Today, she is helping her sister Hina. They are making flowers with pencil shavings. Let's read how they do it.

Things we need:

- lead pencil
- sharpener
- colour pencils
- glue
- a paper
- a pair of scissors



Huma asks her sister to follow the given steps.

Method:

1. Sharpen the colour pencils.
2. Collect the pencil shavings.
3. Take a piece of paper and draw small flowers on it with a lead pencil.
4. Use glue to paste the pencil shavings on the flowers.

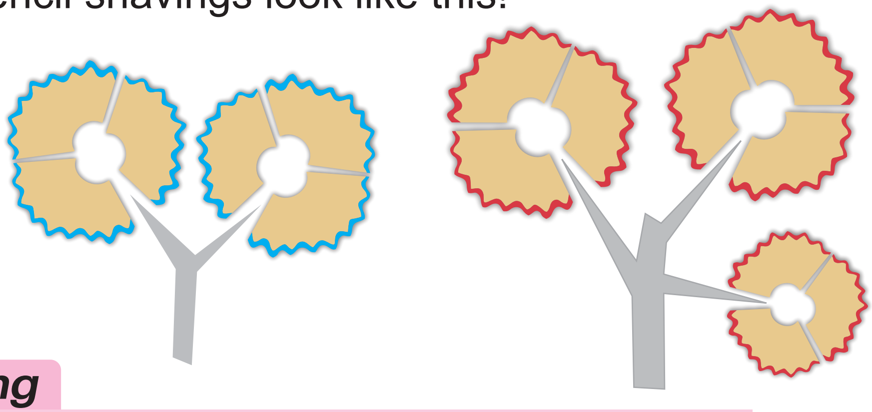
While-reading

What will be the next step after step 2?

Teaching Point

Model the text by reading with correct pronunciation and intonation.
Tell them that it is a procedure. A procedure is a way to do something in sequence.

The beautiful pencil shavings look like this!



Post-reading

- Is it good to help others? Why?
- Would you like to make your own artwork? What things will you use?

A) Oral Communication

1. Learning the Sounds

Consonant Digraph

i. Read these words with digraphs in initial position.

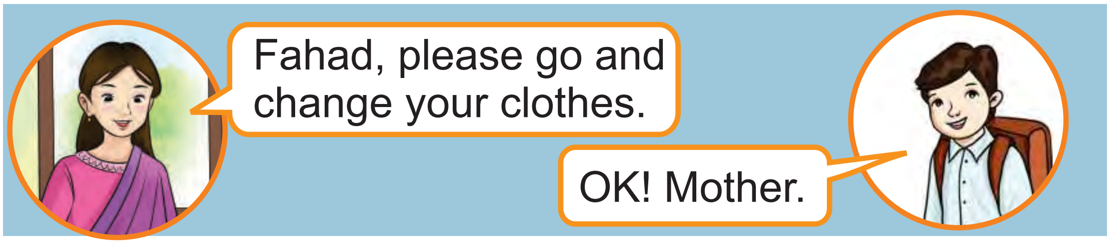
ch	ph	sh
child	phone	shop
check	photo	shin
chart	phonics	share

Read Me

A digraph is a group of two consonants that makes a single sound.

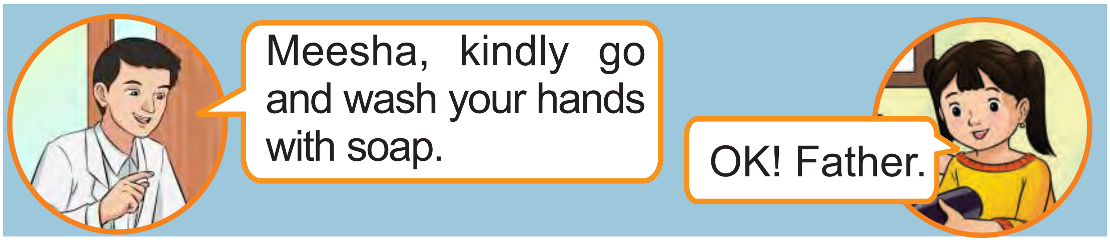
2. Learning to Speak

i. Read the polite commands and practise the given dialogues.



Teaching Point

A1 (i) Write any word with a consonant digraph, for example 'three,' on the board. Pronounce the sounds of individual letters. Underline the digraph 'th' and pronounce its sound. Tell students that these two letters make one sound. Moreover, tells student a rule breaker that 'ch' in chef has 'sh' sound.



ii. (Group Work) Discuss the ways to keep ourselves clean.

B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- Who did Huma help in making pencil shaving artwork?
- What did they do before collecting the pencil shavings?
- Name any two things we need to make pencil shaving artwork.

ii. Read these words with consonant blends.

bl	cl	br	dr
blend	clean	brain	dry
blank	clap	broom	drink

Read Me

Two consonants can blend together to make a particular sound.

iii. Underline the consonant blends in the given words.

blink	draw	climb
close	bring	dress
brown	black	blew

Teaching Point

A2 (i) Get students into pairs. Ask them to practise the dialogues above to listen and respond to commands. B (i) Encourage them to comprehend the given questions and come up with their answers orally. B (ii) Write examples of consonant blends on the board and ask students to pronounce them accurately.

iv. Read the lesson again and fill in the blanks with the correct options.

- We use 'scissors' for cutting ___________ .

a) flowers b) fruits c) vegetables d) paper

- She is helping her ______________ to make pencil shaving artwork.

a) sister b) brother c) friend d) cousin

- They need __________ things to complete their artwork.

a) five b) six c) seven d) ten

- Hina draws some ________________ on paper.

a) leaves b) lines c) circles d) flowers

C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

collect	to gather something
draw	to make pictures
paste	to stick something
sharpen	to make something sharper;to become sharper

Greeting and Courtesy Words

ii. Read and practise the given dialogue.

Alex: Good morning, how are you?

David: Good morning, Alex! I am fine. Thank you.

Alex: Do you have extra colour pencils?

David: Yes, here they are. We can share these.

Alex: Thank you very much.

David: You are welcome.

Teaching Point: B (iv) Encourage them to read the lesson again and fill in the blanks with the correct answers. C1 (i) Ask students to memorise the words with meanings. Ask them to use these words in their daily conversation. C1 (ii) (Role play) Get students into pairs. Ask each pair to practise the dialogue given above.

2. Learning to Spell

i. Read the given sight words.

had | but | they | that | for | on | she | his

ii. Write each sight word in the shape box that fits.

ii. Circle the correct spelling in each row.

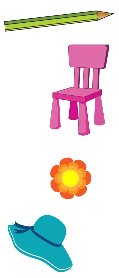
respect	rispect	resppect
cullect	collect	collact
flawer	fluwer	flower
lead	laad	leed
gluee	glue	gloe

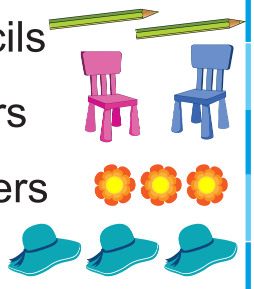
3. Grammar

Singular and Plural Nouns

i. Read the following.

Singular	Plural
pencil	pencils
chair	chairs
flower	flowers
hat	hats





Read Me

A singular noun names one person, animal, place or thing.
A plural noun names two or more persons, animals, places or things. We add –s to form a plural noun.

Teaching Point

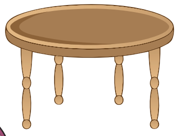
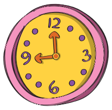
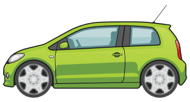
C3 (i) Show flash cards of some nouns and ask students to tell their names and make plurals. Also ask them to give you more examples of singular and plural nouns.

ii. Write the plurals of the given singular nouns.

Singular	Plural	Singular	Plural
cup		boat	
pencil		tree	
colour		paper	

'This' and 'That'

iii. Circle the correct pointing words (this and that) by looking at the pictures.

- This/That is an orange.
- This/That is a table. 
- This/That is a clock. 
- This/That is a car. 

Read Me

We use 'this' to talk about people or things near us.
We use 'that' to talk about things that are far from us.

Articles 'a' or 'an'

iv. Read the words with 'a' or 'an'.

a pencil	an egg	a book
an apple	a girl	an axe

Read Me

If a noun begins with a consonant sound, we use 'a' before it. If a noun begins with a vowel sound, we use 'an' before it.

v. Write 'a' or 'an' before the given words.

_____ orange	_____ lamp	_____ umbrella
_____ horse	_____ ant	_____ cat

Teaching Point

C3 (iii) Share more examples of 'this' and 'that' within the classroom environment. C3 (iv) Explain to students the concept of articles by giving examples on the board. Encourage them to share more examples.

D) Writing

1. Learning to Write

i. Write one naming word and one action word for each of the given pictures.

______________ ______________

______________ ______________

ii. Look at the given picture. How many actions do you see in it? Write any three action words below.

Action Words

____

____

____

____

iii. Write five sentences on your daily routine using correct capitalisation, punctuation and spelling.

Teaching Point

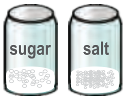
D1 (i,ii) Have students recall the concept of naming words and action words by giving different examples. Encourage them to look at the given pictures and write naming words and action words. Help them if need be. D1 (iii) Brainstorm vocabulary related to the daily routine on the board. Let students write on their own.

2. Creative Writing

i. Read the steps and write their numbers in the boxes to show the correct order of making lemonade.

- Add 1 table spoon of sugar and a pinch of salt in it.
- Add three ice cubes in it and mix well.
- Squeeze a lemon in the glass of water.
- Take a glass of water at room temperature.

ii. Now write the steps below in the correct order to show the sequence.



Teaching Point

D2 (i) Ask students to read the steps of making lemonade and number them to show the correct order.
D2 (ii) Encourage them to write the steps taking help from the pictures.

Unit 5

Sharing is Caring

Learning Outcomes

After completing this unit, you will be able to:

- recite short poems or nursery rhymes with actions.
- respond to the text (post reading) to express understanding of the poem.
- recognise, articulate and use some formulaic expressions to express limited needs.
- demonstrate the use of common conventions and dynamics of group oral interactions in a group to recite poems.
- pronounce and match spoken words with the written words.
- recognise when letters of words change, so do the sounds.
- identify digraphs in initial and final positions in a word.
- identify, recognise and articulate simple rhyming words in text.
- recognise the different categories of some colours, shapes and sizes.
- identify gender of naming words from the immediate environment (masculine/feminine).
- use words that point to something: These, Those.
- choose between 'a' or 'an'.
- write appropriate naming and action words (s) to identify an object or an action in a picture.
- show a series of actions in a picture by writing action words.

Getting Started

Look at the picture. What is happening? The people are taking care of one another. When we live together, we help one another and share our things. We need to be kind to each other and forgive each other's mistakes.

Let's Talk

- How do you care for your family and friends?
- Would you like to help someone in need? Why?
- Have you ever given your favourite toy to one of your friends? Why?

Let Others Share

Pre-reading

- Look at the given picture and tell what the poem is about.
- Do you share your things with your siblings?

Let others share your toys, my son,
Do not insist on all the fun.
For if you don't it's certain that
You'll grow to be an adult brat.

Edward Anthony

While-reading

Do you share your things with your classmates?

Post-reading

- How many rhyming words are there in the poem?
- Have you ever shared your stuff with anyone?

Teaching Point

Model the poem by reading with correct pronunciation and intonation. Help and encourage students to recite the poem. Tell them that sharing things is a good habit. We should share our things with others.

A) Oral Communication

1. Learning the Sounds

i. Read the given words. Colour the words yellow you have read in the poem.

brat	found	adult	sky	toy

Initial Sounds

ii. Read and say the given words.

run	hat	ten
gun	cat	hen
fun	mat	pen

Read Me

We can make new words by changing the first letter of some words.

2. Learning to Speak

i. Read and practise the given dialogue.

1. Father, could you buy me some snacks?

2. Yes, sure!

3. Thank you, father!

4. You are welcome.

ii. Talk to your parents and express your needs using the expressions you have learnt above.

B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- Is sharing a good habit? Do you have this habit?
- Would you like to share your things with your friends? Why?

Teaching Point

A2 (i) (Role-play) Get students into pairs and ask them to express their needs to each other. Select a pair of students and ask them to role-play the dialogue above.

- What do you like to share with your friends?

iii. Read the lesson again and fill in the blanks with correct options.

- The poem has been written by _________________.

  a) Edward Anthony b) Ryan Gibbs

  c) William Wordsworth d) Robert Frost

- The correct rhyming word for 'fun' is ______________.

  a) 'two' b) 'bat' c) 'red' d) 'son'

- Complete the line, "You'll grow to be an/a ___________ brat.

  a) older b) elder c) young d) adult

C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

insist	to demand that something happen
certain	having no doubts
brat	a child who behaves badly

Rhyming Words

ii. Read the given rhyming words.

son fun   rain train   that brat

Read Me

Rhyming words have the same ending sounds.

iii. Circle the word in each row that rhymes with the given word.

well	fair	red	smell
lack	dove	rack	hat
float	coat	shell	fight

Teaching Point

C1 (i) Ask students to learn the words with meanings. Ask them to use these words in their daily conversation.
C1 (ii) Have them recall the concept of rhyming words.

Digraphs

iv. Read these words with digraphs in initial and final positions.

ch	
Initial	**Final**
chips	much
chick	each

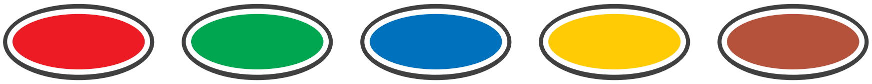
sh	
Initial	**Final**
ship	fish
shape	wish

ph	
Initial	**Final**
photo	graph
phase	digraph

th	
Initial	**Final**
thick	bath
thank	math

Colours

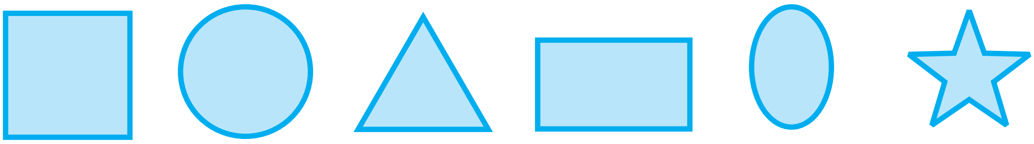
v. Read and say the names of the colours.



red green blue yellow brown

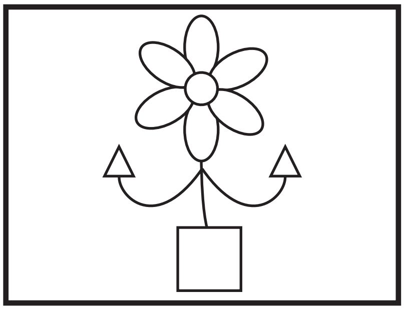
Shapes

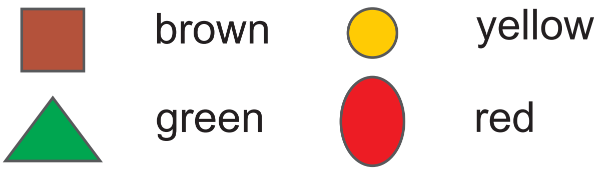
vi. Read and say the names of the shapes.



square circle triangle rectangle oval star

vii. Colour the parts of the flower following the given keys.





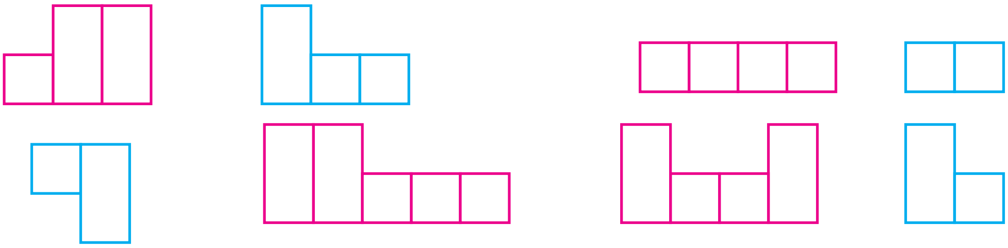
Teaching Point

C1(iv) Explain to students that digraphs are groups of two letters that make a single sound. Encourage them to share two more examples with each digraph above. C1(vi) Tell students the names of the given shapes. Ask them to point out some of the shapes in their classroom, e.g. door is a rectangle, table is square, etc. Then show some objects to them and ask them what shape the objects have.

2. Learning to Spell

i. Read the given sight words and write them in the shape boxes that fit.

is | up | all | look | her | there | be | some



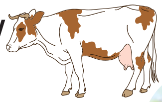
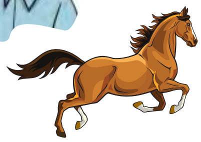
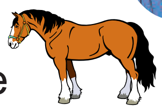
ii. Fill in the missing letters to complete the words.

in__ist | __ertain | ad__lt | br__t | gro__

3. Grammar

Masculine and Feminine

i. Read the following.

Masculine	Feminine
boy	girl
bull	cow 
man	woman
horse 	mare 

Read Me

A noun that represents a male is called 'masculine' and a noun which represents a female is called 'feminine.'

Teaching Point

C3 (i) Explain to students that masculine and feminine nouns are gender nouns. Encourage them to point to themselves and tell their genders. Once they have understood the concept, ask them to match masculine nouns with their correct feminine nouns. Help them if need be.

ii. Match the masculine nouns with the feminine nouns.

Masculine	Feminine
father	lioness
uncle	sister
lion	mother
brother	aunt

'These' and 'Those'

iii. Circle the correct pointing words by looking at the pictures.

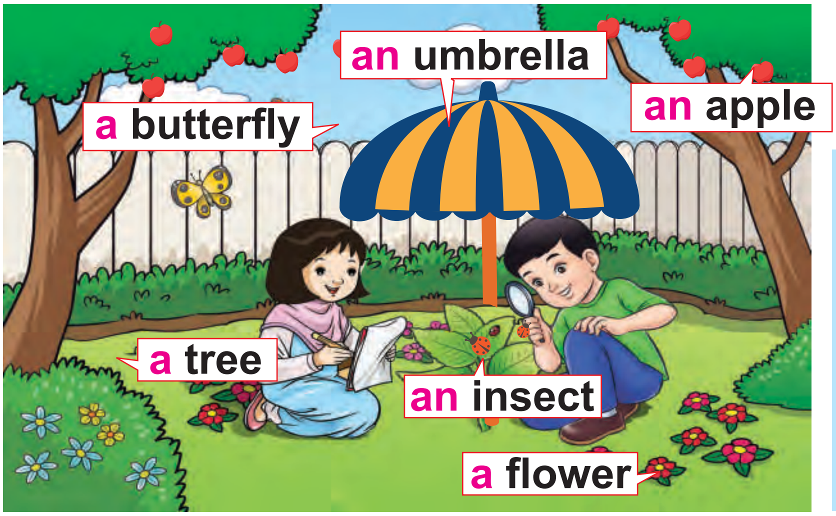
- These / Those are cars
- These / Those are books
- These / Those are watches
- These / Those are colour pencils
- These / Those are cups

Read Me

We use 'these' to talk about people or things near us.
We use 'those' to talk about people or things that are away from us.

Articles 'a' and 'an'

iv. Read the given examples of 'a' and 'an'.



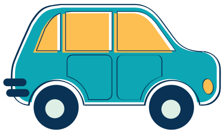
Read Me

We use 'a' before a naming word starting with a consonant sound. We use 'an' before a naming word starting with a vowel sound.

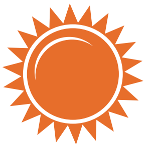
Teaching Point

C3 (iii) Share some more examples of 'these' and 'those' within the classroom environment. Encourage students to write a few examples expressing "these" and "those" in their notebooks. C3 (iv) Explain to them the concept of articles by giving different examples on the board. Encourage them to share more examples.

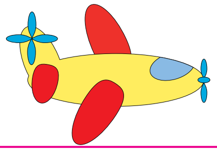
v. Look at the pictures below. Label the things using 'a' or 'an'.



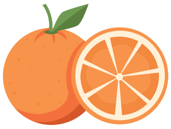
_____ car



_____ sun



_____ aeroplane



_____ orange

_____ ice cream

_____ ball

D) Writing

1. Learning to Write

Write four naming and action words by looking at the picture.

Teaching Point

D1 Tell students that all people, animals, places and things have names. They are called nouns. Nouns are also called naming words, e.g. boy, bird, table, etc. Explain to them that words which express an action are called action words or verbs, e.g. play, read, jump, etc.

Naming Words	Action Words
____________	____________
____________	____________
____________	____________
____________	____________

2. Creative Writing

Write at least four sentences about 'My Family' using the given word bank.

love help play father mother

____

____

____

____

____

Teaching Point

D2 Help students write a few sentences about 'my family' on their own. Help them if need be.

Review - 2

A) Oral Communication

Learning the Sounds

Read the given words and circle the digraphs.

phone   shoes   tooth   cheese   graph

Say the given words and match the ones that begin with the same sound.

feel	toy
train	say
sad	fun

Share any happy incident of your life by expressing your emotions and feelings about it.

B) Reading and Critical Thinking

Reading Comprehension

Answer the given questions.

- Is sharing a good habit? Why?
- What things did Huma collect before making the pencil shavings?
- What do you like to share with your friends?

Write any three sight words and use them in sentences of your own.

____

____

____

C) Language Focus

Vocabulary Building

Read the given words and write their meanings.

collect	
brat	
certain	

Write the plural of the given singular nouns.

book __________ cat __________ table __________

bird __________ girl __________ clock __________

Fill in the blanks with 'a' or 'an' .

- Umair is eating _________ orange.
- I have _____ pen.
- The bird is sitting in _____ tree.
- He bought ______ umbrella.

Write the feminine gender of the given masculine nouns.

man__________ boy __________ horse__________

uncle__________ bull __________

D) Writing

Learning to Write

Look at the given picture. Write any three naming words and action words in the given boxes.

Naming Words	Action Words
__________	__________
__________	__________
__________	__________

Unit 6

Blessings of Allah (سبحانہٗ وتعالیٰ)

Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- interact with the text and use reading strategies (while reading) to locate specific factual information.
- respond to the text (post-reading) to express likes /dislikes about the story.
- identify words that begin with the same sound.
- identify words that end with the same sound.
- demonstrate the use of common conventions and dynamics of group oral interactions in a group to express basic emotions (happiness, sadness, anger, etc.).
- read aloud three-letter words with a reasonable level of accuracy in pronunciation.
- recognise and practice that words combine to make sentences.
- recognise the different categories of some naming words e.g. fruits and vegetables.
- recognise that people and places have particular names.
- recognise and use questioning words: what, who, where.
- physically respond to, and use some common action words.
- recognise that plural nouns do not take the articles ‘a’ or ‘an’.
- write numbers from 1 to 10 in words.
- construct simple sentences of three/four words using correct capitalisation, punctuation and spelling.

Getting Started

Look at the picture below and think about all the things that Allah (سبحانہٗوتعالیٰ) has created for us: trees for shade, water to drink and the sun for light.

Let's Talk

- Think about some other things created by Allah (سبحانہٗوتعالیٰ).
- Think about other natural things that give us benefits.
- Are fruits and vegetables good for us? How?

Blessings of Allah(سبحانہٗ وتعالیٰ)

Pre-reading

- Look at the given picture and tell what the story is about.
- Have you ever planted any fruit or vegetable?

One day, fruits and vegetables met together in a basket. They became friends. All of them were talking to one another, but Red Carrot was sitting quietly in a corner. "Why are you sad?", asked Yellow Mango. She said, "Juicy Apple always fights with me. He says he is very sweet and healthy. People like to eat him more than I. He makes fun of me."

All the fruits and vegetables felt sorry for Red Carrot. "You should not feel sad. Allah(سبحانہٗ وتعالیٰ)has blessed us with good health. We should not fight," said Yellow Mango. Everyone agreed. Juicy Apple also said sorry to Red Carrot for being rude to her and they became friends again.

While-reading

Why was Miss Carrot sitting quietly?

Post-reading

- Which is your favourite fruit and vegetable?
- Did you like the story? If yes, why?

A) Oral Communication

1. Learning the Sounds

Initial and Ending Sounds

i. Pronounce the given words and circle the ones that begin with the same sound.

hair	apple	rude	healthy	play

Teaching Point Model the story by reading with correct pronunciation and intonation. Explain that fruits and vegetables are blessings of Allah (سبحانہٗ وتعالیٰ) .They keep us healthy. We should thank Allah (سبحانہٗ وتعالیٰ) for all His blessings. We should always wash fruits and vegetables before eating them.

ii. Pronounce the given words and circle the ones that end with the same sound.

fruit	clap	brush	canteen	basket

2. Learning to Speak

i. Look at the given faces and read the emotions.

I am happy

I am sad

I am angry

ii. Draw faces showing the given feelings.

happy

sad

B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- Who was sad?
- What did Juicy Apple say to Red Carrot?
- Is it good to make fun of others?

ii. Read the given three-letter words.

one	sad	day	bug	pen

Teaching Point

A2 (i) Ask students to look at the given emotions and read what they show. Get them into small groups and ask them to come to the front of the class and show the emotions as given above. A2 (ii) Ask them to draw the emotions on the faces and also guide them about non-verbal communication. B (ii) Ask students to read three-letter words with correct pronunciation. Have them find three-letter words in the text and circle them.

iii. Rearrange and punctuate the given words to make sentences.

- fights me with always apple

  ____
- fun me makes of he

  ____
- became they friends

  ____
- were one another talking fruits to

  ____

iv. Read the lesson again and fill in the blanks with the correct options.

- All __________ and vegetables are good for health.

a) junk food b) fruits c) drinks d) all

- ii. ______________ was sitting quietly in a corner.

a) Apple b) Carrot c) Mango d) Banana

- Apple said sorry to Carrot for being ____________ to her.

a) proud b) polite c) kind d) rude

C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

healthy	good for health
sweet	with good quality of sugar or honey
rude	to behave badly

Teaching Point

B (iv) Encourage them to read the lesson again and circle the correct answers.
C1 (i) Ask students to memorise the words with meanings. Ask them to use these words in their daily conversation.

Fruit and Vegetable Names

ii. Read the names of the fruits and vegetables.

Fruits		Vegetables	
apricot	watermelon	turnip	cucumber
pineapple	strawberry	okra	brinjal

ii. Tick (✓) the fruits and circle (○) the vegetables.

2. Learning to Spell

i. Read the given sight words and write them in the shape boxes that fit.

down little then we go have am out

ii. Circle the correct spelling in each row.

ealthy	hellthy	healthy
iqual	equal	equaal

Teaching Point
C1 (ii) Get students into pairs and ask one of them to make a list of fruits and the other to make a list of vegetables then share the list of fruits and vegetables by saying their names to each other.
C2 (ii) Encourage students to circle the correct spelling in each row.

piple	pple	people
sorry	soory	sory
baskit	basket	baskett

3. Grammar

Proper Nouns

i. Read the proper nouns highlighted in the following sentences.

- Maham is drinking.
- We live in Lahore.
- Jawad is running.

Read Me

A proper noun is the name of a particular person or place. For example: Faisal, Karachi, etc. We always capitalise the first letter of a proper noun.

ii. Find proper nouns in the given sentences and circle them.

- Anna lives in Islamabad.
- His father's name is Zafar.
- They are going to visit Naran.
- Waqas is my best friend.
- Sidra was sleeping.

Question Words

iii. Read the following questions.

- What is your favourite vegetable?
- Where are you going?
- Who is playing in the garden?

Read Me

We use question words to ask questions. We use 'what' to ask for information. We use 'who' to ask about people. We use 'where' to ask for the location of people or things.

iv. Make questions using question words given below.

What	
Where	
Who	

Teaching Point

C3 (i) Have them read the given sentences. Tell them that a proper noun is the name of a particular person or place. C3 (iii) Tell students that we use different question words to ask questions. Give them examples by asking questions related to this story.

Action Words

v. Read the given sentences.

- Fruits were talking to one another.
- Saira is playing hide and seek.
- They are swimming in the pool.

Read Me

Words that express actions are called action words.

vi. Underline the action words in the given sentences.

- Adina is eating an apple.
- We are clapping.
- Subhan is writing a letter.
- They are walking on a road.
- Abbas is sitting quietly.

Omission of Articles (a/an)

vii. Read the following sentences.

I have a pen.	I have pens.
My brother is eating an orange.	My brother is eating oranges.
A bell is ringing.	Bells are ringing.
This rabbit is eating a carrot.	This rabbit is eating carrots.

Read Me

Plural nouns do not take indefinite articles 'a' or 'an'.

viii. Rewrite the sentences and put articles 'a' or 'an' where needed.

- I have new dress. ______________________________
- We have storybooks. ______________________________
- Nimra is eating apple. ______________________________

Teaching Point

C3 (v) Have students recall the concept of action words. Tell them that action words are also called verbs. Encourage them to share examples of verbs.

D) Writing

1. Learning to Write

i. Write numbers from 1-10 in words.

1 ____________ 2 ____________ 3 ____________ 4 ____________

5 ____________ 6 ____________ 7 ____________ 8 ____________

9 ____________ 10 ____________

ii. Look at the given pictures and write four sentences on table manners using correct capitalisation, punctuation and spelling in your notebook.

2. Creative Writing

Complete the given sentences and write one more sentence about your favourite fruit. Also draw your favourite fruit and colour it.

My Favourite Fruit

1. __________ is my favourite fruit.
2. Its colour is __________.
3. ______________________________

Teaching Point

D1 (i) Ask students to write the correct numbers in words. Encourage them to write with correct spelling. D1 (ii) Ask students to write four lines on table manners by taking help from the given pictures. D2 Ask them to write three more lines about their favourite fruit (taste, size and season).

Unit 7

Classroom Manners

Learning Outcomes

After completing this unit, you will be able to:

- respond to the text (post reading) to express understanding of the story through pantomime.
- identify one-syllable words that rhyme.
- demonstrate the use of common conventions and dynamics of oral interactions to:
  - exchange basic routine greetings
  - exchange some social courtesies.
- change the first sound of a word to make rhyming words, e.g. fan, van, ran, man. etc.
- read familiar words appearing on a variety of reading material such as food labels, toy boxes, etc.
- recognise the different categories of some nouns: in pictures, classroom, at home and in the immediate environment and direction (left/right).
- use questioning words: when, why.
- comprehend and respond to simple wh-questions.
- use am, is, are in short sentences to identify and describe a person, place, and thing, e.g. I am.
- use some describing words showing size.
- list items of a similar category from a given text.

Getting Started

Look at the pictures and describe what is happening.

Class 1

Class 2

Let's Talk

- Which classroom would you want to be in, Class 1 or Class 2?
- Is it good to fight over small things?
- Is it good to follow your teacher's instructions?
- How do you behave in your classroom?
- Do you keep your school clean? How?

Classroom Manners

Pre-reading

- What does the title of the lesson mean to you?
- How do you greet others?

(It was Monday morning. Zara went to her new school where she met her class teacher.)

Assalaam-o- Alaikum! I am Zara.
Today is my first day in this school.

Wa Alaikum-us-Salam!
I am Anum, your grade 1 English teacher. Welcome to the school.

(Miss Anum and Zara went to the class.)

Dear students, here is Zara. She is your new classmate. Please introduce yourselves and explain the classroom rules to her.

All students welcomed her and introduced themselves one at a time. Then, they explained following classroom rules. Let's go through them.

While-reading

It is Zara's first day in the new _____________.

Umer We keep our classroom clean.

We share our things. Irum

Amir We respect our teachers.

We listen to our teachers carefully. Faiza

Teaching Point: Model the text by reading with correct pronunciation and intonation. Explain the importance of classroom manners to students. Ask different questions from students about school and classroom manners.

Sana

We use polite words like 'please' and 'thank you'.

Ali

We always seek permission before going to the washroom or to drink water.

Huma

We wait for our turn.

Amir

We queue up quietly.

Zara, you can read these manners from the chart.

Classroom Manners

- **Keep your classroom clean.**
- **Respect your teachers.**
- **Listen to your teachers carefully.**
- **Share your things with your classmates.**
- **Seek permission before going to the washroom or to drink water.**
- **Be polite and use “please” and “thank you”.**
- **Raise your hand and wait for your turn.**
- **Complete your work on time.**
- **Make a queue during break and of time.**

Post-reading

- Write any three classroom manners.
- Why is it important to have classroom manners?

Teaching Point

Have students discuss the theme of the lesson. Explain to them the meaning of good manners and tell them their importance in everyday life. Encourage them to practise table manners in their daily routine.

A) Oral Communication

1. Learning the Sounds

Rhyming Words

i. Read the given pairs of one-syllable rhyming words.

class	glass
time	lime
run	fun
hat	bat

Read Me

Rhyming words have the same ending sounds.
A one-syllable word is a word that has a single vowel sound.

ii. Read and write the correct one-syllable words.

- 'Cat' rhymes with ______________. (hat mouse)
- 'Sun' rhymes with ______________. (goat bun)
- 'Hen' rhymes with ______________. (ten rain)
- 'Ring' rhymes with ______________. (swing nut)

2. Learning to Speak

i. Read and practise the given dialogue.

Tuba: Assalaamu Alaikum. How are you, Zainab?
Zainab: Wa Alaikum Assalaam. I'm fine, Tuba.
Tuba: How did your spelling competition go?
Zainab: Very well. I got the second position.
Tuba: That's great. Congratulations!
Zainab: Thank you!

ii. Practise the dialogue above and use the expressions in your own dialogue.

Teaching Point

A1 (ii) Tell students that one-syllable words cannot be divided into parts for example play, one, two, etc. (Guided Practice) Read the words with correct pronunciation. Then have students repeat after you accurately. Help them correct their pronunciation focusing on the syllable. A2 (i) (Pair Work) Ask students to work in pairs and practise the different routine greetings and courtesy words in the form of a dialogue.

B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- Who was new in the school?
- Who teaches English to grade 1?

ii. Read the given checklist of classroom manners. Tick (✓) the manner which you follow in your classroom.

- ☐ Be on time.
- ☐ Listen to your teacher carefully.
- ☐ Make a queue during break and off time.
- ☐ Be polite, say "please" and "thank you".
- ☐ Raise your hand for seeking permission.
- ☐ Keep your classroom clean.
- ☐ Do not eat or drink in the classroom.

iii. Read the names of the food labels.

Teaching Point

B(ii) Ask students to fill in the checklist. Help them if need be. B (iii) Bring to the class different food jars or food cartons with labels. Ask them what their favourite food item is. Help them pronounce the names.

iv. Fill in the blanks using the given word bank.

clean	teacher	English	carefully

- Miss Anum is the ______________ teacher of grade 1.
- Keep your classroom _____________.
- Listen to your teacher ___________________.
- Respect your ___________________.

C) Language Focus

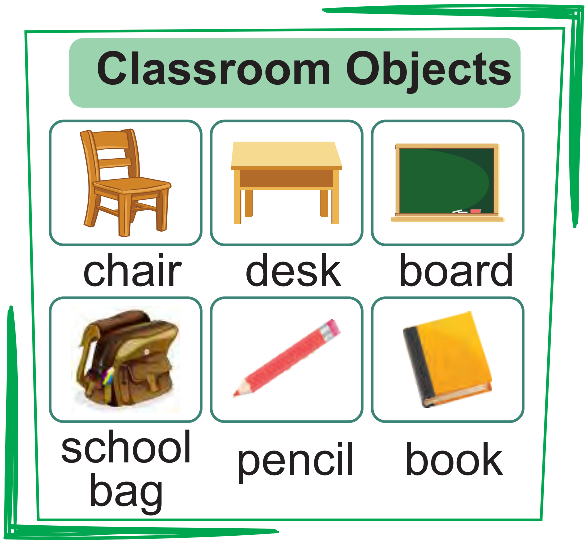
1. Vocabulary Building

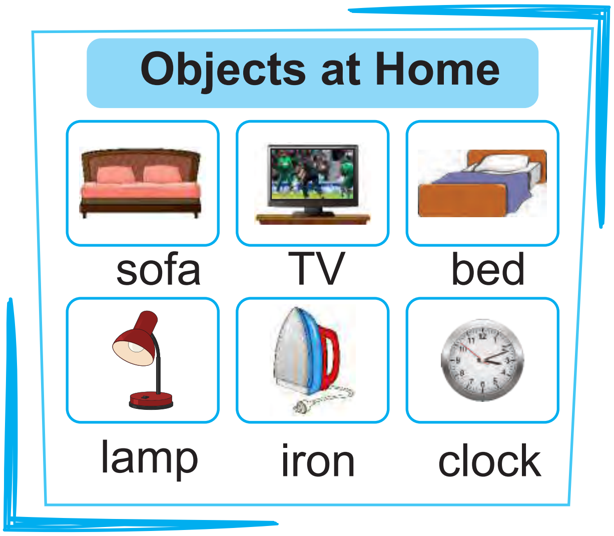
i. Read the given words with their meanings.

permission	allow someone to do something
queue	a line
keep	maintain

Common Objects

ii. Read the given names of the objects in the classroom and at home.





Teaching Point
C1 (i) Ask students to memorise the words with meanings. Ask them to use these words in their daily conversation. C1 (ii) Show the objects above to students and tell them their names. Show them other objects and ask them to say their names.

iii. Write the names of any three objects in the classroom and at home.

classroom

home

Left and Right

iv. Look at the signs of directions.

left right

v. Follow the instructions for each object.

Circle (○) the iron on the left.

Tick (✓) the bag on the right.

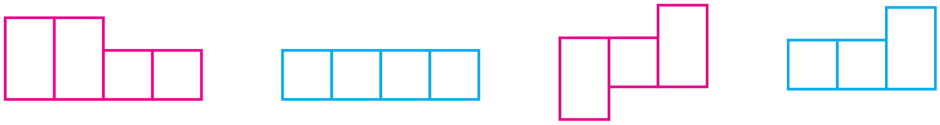
Cross (×) the sofa on the left.

2. Learning to Spell

i. Read the given sight words.

do little could when did what so see

ii. Write the sight words learnt earlier in the shape boxes that fit.



Teaching Point

C1 (iv) Explain the directions (left and right) to students with the help of a map and help them learn directions. Explain the concept of sight words. Ask students to read the sight words from the lesson and encourage them to use these sight words in their daily conversation.

iii. Fill in the missing letters to complete the words.

cl__ss	tea__ __er	res__ect
lis__en	permissi__n	

3. Grammar

Wh Questions

i. Read the following sentences.

Read Me

'Why' is used to ask for a reason.
'When' is used to ask about time.

Why is the boy crying?

He is crying because somebody has broken his toy.

When will the train arrive?

The train will arrive in 20 minutes.

ii. Make questions using the question words given below.

When: ____

Why: ____

Use of 'Am', 'Is', 'Are'

iii. Read the following sentences.

- I am a Pakistani.
- He is a boy.
- We are classmates.

Read Me

We use is, am, are to describe a person, place or thing.

Teaching Point

C3 (iii) Explain the use of 'is', 'am' and 'are' by writing different examples on the board. Encourage students to make sentences using 'is', 'am' and 'are'.

iv. Tick (✓) the correct option.

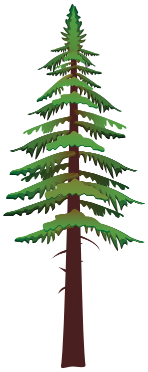
- I (am, is) a policeman.
- Zara and Iqra (are, is) good students.
- This (is, am) my bedroom.
- They (am, are) very kind.
- Miss Asma (are, is) our class teacher.

Adjectives of Size

v. Read the given adjectives of size.

Read Me

Adjectives of size are words which describe how big or small person, place or thing is.



a tall tree **a small tree** **a fat cat** **a thin cat**

vi. Use the given above adjectives of size in your sentences.

____

____

____

____

Teaching Point: C3 (v) Explain to students the concept of adjectives of size by showing different objects. Ask students to share more examples.

D) Writing

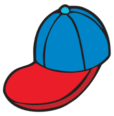
1. Learning to Write

i. Read the given lists.

Clothing

sweater

shirt


cap

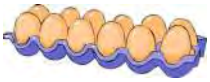
suit

kurta

gloves

Food

cheese


eggs

butter

ice cream

sandwich

bread

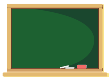
Classroom Objects

chair

desk

school bag

pencil


board

book

ii. Write the names of three things in each of the given columns.

Clothes	Food	Classroom Objects
1. ____________	1. ____________	1. ____________
2. ____________	2. ____________	2. ____________
3. ____________	3. ____________	3. ____________

2. Creative Writing

Write a few sentences about how you keep your classroom clean. Use the given word bank in your notebook.

neat | clean | throw | rubbish | dustbin

Teaching Point

D1 (i) Tell students that listing things help us to arrange things and it also makes our work easier. D1 (ii) Ask them to make a list of things of their own.

Unit 8

Nature is Beautiful

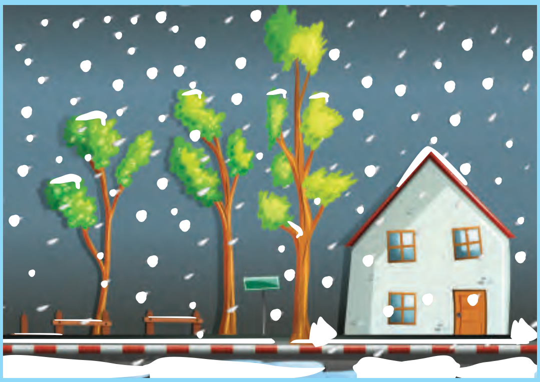
Learning Outcomes

After completing this unit, your will be able to:

- pronounce familiar one-syllable words.
- demonstrate the use of common conventions and dynamics of oral interactions in a group to participate in conversation.
- demonstrate the use of common conventions and dynamics of oral interactions to recite poems.
- arrange a list of words in alphabetical order.
- brainstorm to gather ideas for various activities/tasks.
- recite short poems or nursery rhymes with actions.
- identify and articulate simple rhyming words in text.
- recognise the different categories of some parts of the body.
- use am, is, are in short sentences to identify and describe a person, place, and thing e.g. I am.
- use some describing words showing quality.
- apply capitalisation to the initial letter of the first word of a sentence.
- write date and captions on page top.
- fill in missing information to complete simple sentences.

Getting Started

Look at the given pictures and label the names of different types of weather.



Let's Talk

- Why are the trees moving towards the left?
- How do you feel when the wind blows?

It's Spring Time

Pre-reading

- Look at the picture and name two creations of Allah(سبحانہٗ وتعالیٰ).
- Which weather (windy, sunny or rainy) do you like the most?

Good-bye, snow! Good-bye, ice!
Though of course you're very nice,
I am glad you've gone away
Leaving us this fine spring day.

Here's my good old bat and ball!
Marbles, too! How are you all?
I am sure that I can play
With you now, 'most any day.

Good-bye, winter! Though it's true
I've had lots of fun with you,
Now I just could shout and sing;
I'm so glad because it's spring

Winnifred Mott

While-reading

Why is the poet glad?

Post-reading

- What do you feel when the weather changes?
- Did you like the poem? If yes, why?

Teaching Point

Model the poem by reading with correct pronunciation and intonation. Help and encourage students to recite the poem. Tell them that seasons are the blessing of Allah(سبحانہٗ وتعالیٰ). We should be thankful to Allah (سبحانہٗ وتعالیٰ) for all His blessings.

A) Oral Communication

1. Learning the Sounds

One-syllable Words

i. Read the given one-syllable words.

life | grew | nose | lack

Read Me

A syllable is part of a word with a single vowel sound.

2. Learning to Speak

i. Read and practise the given dialogue.

Teacher: Who wants to read today's lesson?

(Sa’ad and Neesha both reply at the same time)

Sa’ad: Ma'am, should I read first?

Neesha: Ma'am, should I?

Teacher: No, I will call you one at a time. You have to wait for your turn.

Students: Okay! Ma'am.

ii. Express your feelings about your favourite season by speaking on your turn in a group.

B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- What is the poem about?
- Why does the poet want to shout and sing?
- Name the seasons mentioned in the poem.

Teaching Point

A2 (i) Explain to students the importance of taking turns and how to participate in class. (Role Play) Get students into pairs and ask them to role-play the dialogue above.

ii. Read the given words in alphabetical order.

arrow bow camel down

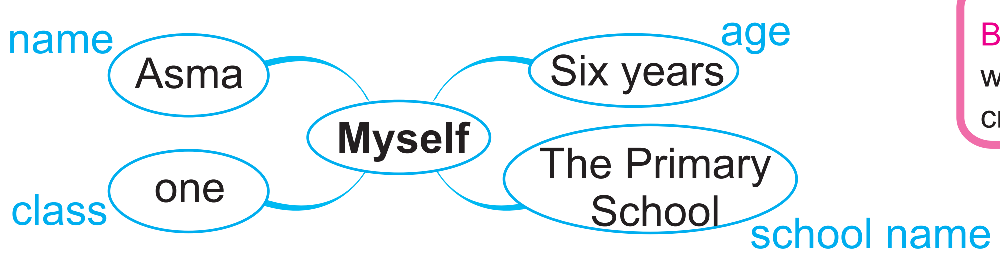
Read Me
We use alphabetical order to arrange words in a list.

iii. Arrange the given words in alphabetical order.

tree hang wind lack mind

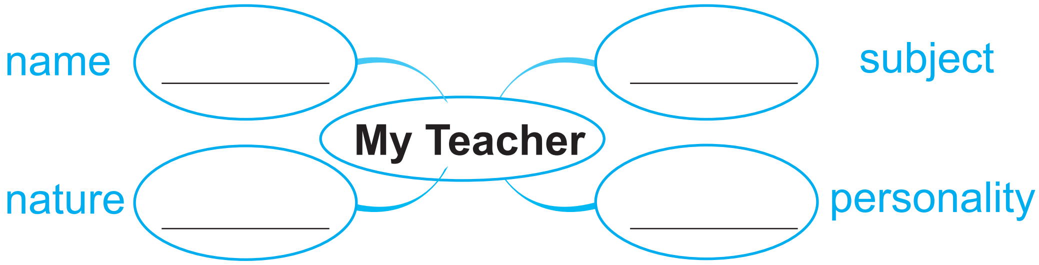
1. __________ 2. __________ 3. _________ 4. ________ 5. _________

iv. Read the given topic with its ideas.



Read Me
Brainstorming is a way of thinking to create good ideas.

v. Think and fill in the following mind map.



vi. Fill in the blanks using the given word bank.

ball snow glad spring shout

- Good-bye, ___________! Good-bye, ice!
- Leaving us this fine _____________ day.

Teaching Point: B (ii) Explain to students that we arrange words according to the first letter of each word. B (iv) Conduct a brainstorming activity in the class and ask students different questions, like: What is your name? What class are you in? etc. After that explain to them the concept of mind mapping.

- Here's my good old bat and ____________!
- Now, I just could ____________ and sing.
- I'm so ___________ because it's spring.

C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

glad	happy
marbles	small balls made of glass
shout	a loud cry

Rhyming Words

Read Me

Rhyming words have the same ending sounds.

ii. Read the given rhyming words.

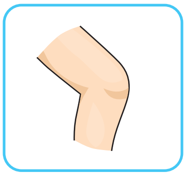
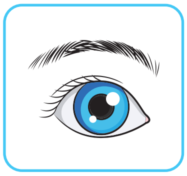
find	kind	sunny	funny

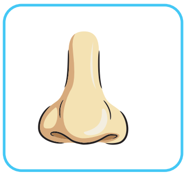
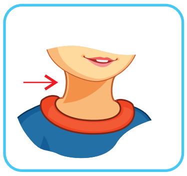
iii. Make a rhyming word for each given word.

tree	______	hang	______

Parts of Body

iv. Look at the parts of body below. Read their names.

hand	knee	eye	arm	nose	neck

Teaching Point

C1 (i) Ask students to learn the vocabulary with meanings. Ask them to use these words in their daily conversation. C1 (iv) Tell them that Allah (سبحانه وتعالى) has blessed us with different parts of the body. They are very important for us. We need to keep our body neat and clean. We need to be careful about our personal hygiene.

v. Write any three body parts.

______________ ______________ ______________

2. Learning to Spell

i. Read and write the given sight words in the shape boxes that fit.

work try today fly tell much keep give

ii. Fill in the missing letters to complete the words.

b__t __pring p__ay shou__ n__ce

3. Grammar

Use of 'is', 'am', 'are'

i. Read the given sentences.

- I am happy.
- She is a good girl.
- We are playing.

ii. Complete the sentences using 'is', 'am' or 'are'.

I ______ Haris. He ______a doctor. We ______ tired.

She ______ writing a letter. They ______very busy.

Teaching Point

C3 (i) Demonstrate the use of 'is', 'am' and 'are' to students. You can say, for example, "I am a teacher" and "you are a student", etc.

Adjectives of Quality

iii. Read the following sentences.

- She is a nice girl.
- Hassan is a good boy.
- Hira is an intelligent woman.
- The hospital is neat and clean.

Read Me

A word that describes the quality of a noun or pronoun (person, place or thing) is called an adjective of quality.

iv. Use the given adjectives to complete the sentences.

- The rabbit has _________ fur.
- Tom is a ________boy.
- It is a __________ box.

light
soft
short

Capitalisation

v. Read the given sentences.

- I love my parents.
- Winter is my favourite season.
- The clouds are dark.

Read Me

We always capitalise the first letter of the first word of a sentence.

vi. Rewrite the given sentences using capital letters.

- it is very hot today.

  ____

- a cool breeze is blowing.

  ____

- uzma has beautiful eyes.

  ____

- the children like to play in the garden.

  ____

Teaching Point

C3 (iii) Explain to students the concept of adjectives of quality. Show different flash cards of nouns to them and ask them to tell you any quality of that noun.

D) Writing

1. Learning to Write

i. Read and write the given date and captions on the top of the given page.

Date *Day*
2-9-2020
Wednesday
Unit name
Its Spring Time
____
____
____
____

______ ______
____
____
____
____
____

ii. Fill in the missing information to complete the simple sentences.

- We have _________ eyes to see with.
- We have _________ nose to smell with.
- ________________ is our homeland.
- ________________ is the capital city of Pakistan.

2. Creative Writing

Write a few sentences on 'Green Environment' in your notebook. Use the words given below.

healthy | clean | green | recycle

Teaching Point

D1 (i) Tell students that we write the date, day and unit name before writing anything in the notebook. These are called captions. D2 Ask students to write five lines on 'green environment' using the word bank.

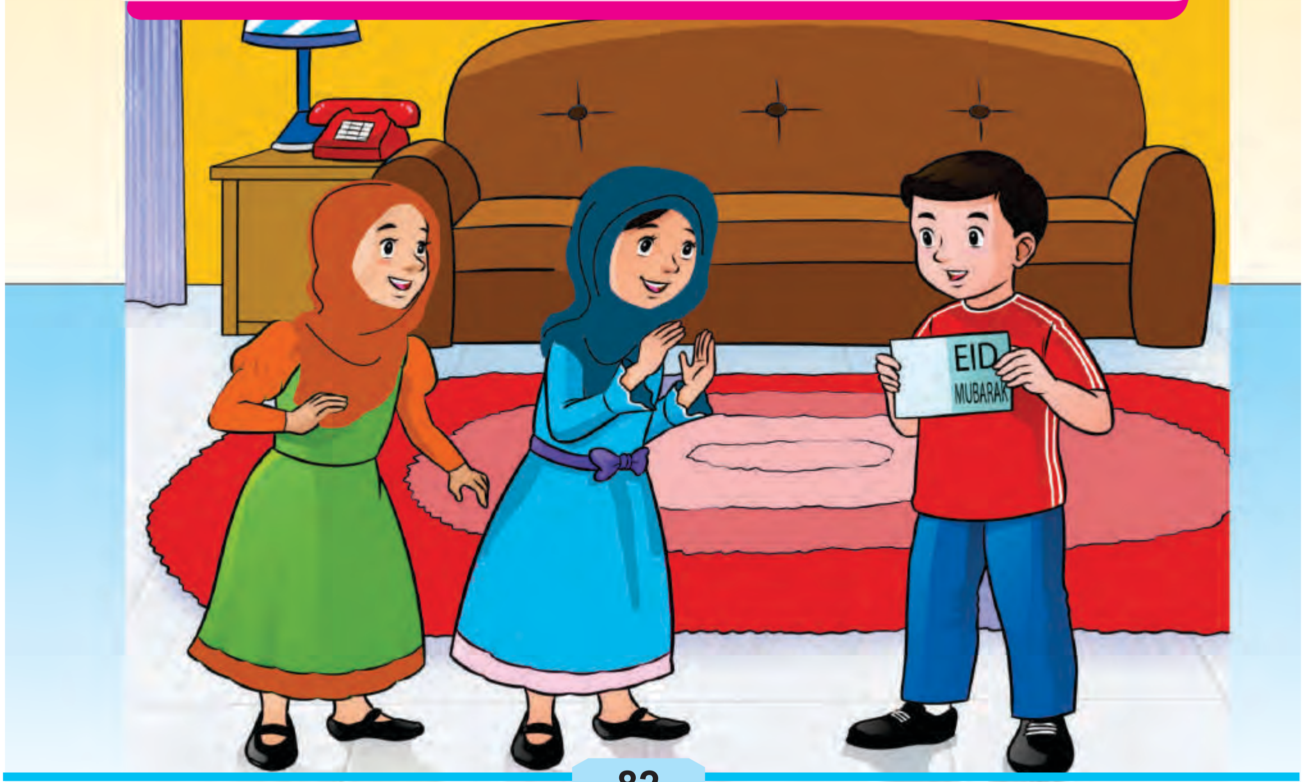
Unit
9

A Greeting Card

Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- interact with the text and use reading strategies (while-reading) to follow a sequence in a simple procedure or a picture map. Respond to the text (post reading) to express understanding of the story.
- demonstrate use of common conventions and dynamics of group oral interactions in a group to express needs.
- pronounce familiar common irregular sight words.
- identify a book by looking at its title.
- locate texts/lessons by looking at titles and pictures.
- recognise the different categories of some words: first, second and third, etc.
- use some describing words showing colour.
- recognise and use a full stop at the end of a statement.
- recognise the conventions of a greeting card and fill in simple greeting cards through guided activity.
- draw illustrations to make greeting cards. Write names of addressee and sender. Write appropriate words and formulaic expressions.
- write name and phone number.



Getting Started

Look at the picture and imagine that you have Eid celebrations at your home.

Let's Talk

- How do you celebrate Eid?
- Do you share your gifts/Eidi with your brothers and sisters?

Greeting Card

Pre-reading

- Look at the given pictures and tell what is happening.
- Have you ever given anybody a greeting card? To whom?

Ayyan and Maham are very happy. They are making an Eid card in their art class. Let's see what they are doing.

First Step

Ayyan takes a piece of paper.

Maham folds it in half.

Second Step

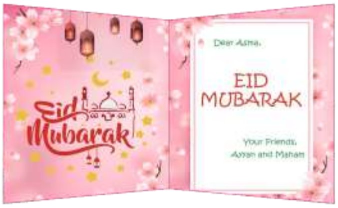
They draw some flowers on it and colour them. They share their colour pencils with each other.

While-reading

What will be the next step after the second step?

Third Step

Maham writes 'Eid Mubarak' on it. Ayyan writes greetings on the card. The card is ready.



They clean the table after finishing their work. They like to keep their classroom clean. Then they wash their hands with soap and water. They give this card to their cousin Asma the before Eid day. She likes it very much.

Post-reading

- Why do Ayyan and Maham make a card?
- Why do you share your things with others?

Teaching Point

Tell the theme of the story to students. Discuss the importance of cleanliness with them. Tell them different ways to keep their class, school and home clean. Ask them to share their things with each other as sharing is a good habit. Tell them that we can use different low-cost materials to make cards like card paper, stickers, etc.

Teaching Point

Model reading of the text will be done with correct pronunciation and intonation. Tell students about greeting cards. We can make different greeting cards for different purposes, for example Eid cards, birthday cards, Christmas cards, etc.

A) Oral Communication

1. Learning the Sounds

Sight Words

Read the given sight words.

are	and	this	their

2. Learning to Speak

i. Read and practise the given dialogue.

ii. Practise the dialogue above by replacing the objects (chart paper, colour pencils and stickers) with other things.

B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- What are the children making?

Teaching Point

A1 Tell students that sight words are those words which we memorise by sight. A2 (i) (Pair Work) Get students into pairs. Ask them to practise the given dialogue with each other. Tell them different expressions to express their needs.

- What does Maham draw on the card?
- What do they do after making the card?

ii. Look and read the title of the book.

Title

Read Me

The name of a book is called its title.

iii. Match the books with their titles.

The Ugly Duckling

The Lion and the Mouse

The Hare and the Tortoise

Cinderella's Story

iv. Read the lesson again and fill in the blanks with the correct options.

- Ayyan and _____________ are making an Eid card.

a) Sana b) Maham c) Sehar d) Sobia

- They draw some ______________ on the card.

a) lines b) circles c) flowers d) boxes

- They give the card to their cousin, _____________.

a) Sadia b) Asma c) Aasia d) Anum

Teaching Point

B (ii) Show students titles of different books. (Group Work) Make some groups of students. Give storybooks to them and ask them to identify their titles.
B (iv) Encourage students to read the lesson again and fill in the blanks with the correct answers.

C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

half	two equal parts
share	to let somebody use your things
greeting	a message of good wishes

> **Read Me**
> The numbers 'first', 'second', 'third', etc. are called ordinal numbers.

Ordinal Numbers

ii. Read the following.

first | second | third | fourth | fifth
sixth | seventh | eighth | ninth | tenth

iii. Write the ordinal numbers in words in their correct positions.

Ist | 2nd | 3rd | 4th | 5th

2. Learning to Spell

i. Read the given sight words.

gave | open | has | only | hold

ii. Write the sight words from the word bank in the shape boxes that fit.

full | us | three | our | buy

> **Teaching Point**
> C1 (i) Ask them to learn words with their meanings and use these words in their daily conversation.
> C1 (ii) Tell students that ordinal numbers tell the order of things. Give an example of the seating positions of students in the classroom.

iii. Fill in the missing letters to complete the words.

cousi__	pa__er	__raw	tab__e	car__

3. Grammar

Adjectives of Colour

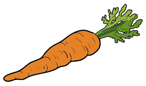
Read Me

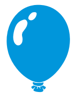
Words which describe the colour of nouns and pronouns are called adjectives of colour.

i. Read these sentences.

- It is a red sheet of paper.
- It is a green leaf.
- It is a blue pencil.

ii. Look at the pictures and write their names. Use adjectives to tell their colours, for example yellow sun.





Full stop (.)

Read Me

A full stop (.) is used at the end of a sentence.

iii. Read the given sentences.

- We should keep our classroom clean.
- Ayyan makes an Eid card.
- Maham is very happy.

iv. Write the given sentences in your notebook. Put a full stop at the end.

- They keep their classroom clean
- Ayyan is making a card
- Ayyan and Maham are playing

Requests

Read Me

A request is an act of asking for something politely.

v. Read the given sentences. Notice how to request someone something.

- Kindly give me your pencil.
- Could you please carry my bag?

Teaching Point

C3 (i) (Show and Tell) Explain to students the concept of adjectives of colour by showing different colourful things.C3 (ii) Write some sentences on the board and ask them to put full stops correctly. C3 (v) Write some requests on the board which are related to the school environment. C3 (vi) Give some situations to students and ask them to use requests and polite words, for example: do not litter, keep your tap closed while soaping hands, in their dialogues.

- Please pass me the glass of water.

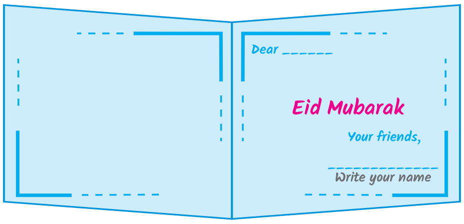
vi. Write requests of your own according to the given pictures.

____
____
____

____
____
____

D) Writing

1. Learning to Write



i. Make your own Eid card for your friend. Draw a picture and write greetings.

ii. Write your name and phone number on the back of your card.

Name Ali Ahmed Khan ______________________ Phone Number +92 - 51 - 0000000 ______________________	Name ______________________ Phone Number ______________________

2. Creative Writing

Complete the given sentences about your mother. You may take help from the given word bank to write more sentences.

kind/caring, love, tasty, food

1. My mother's name is ____________________ .
2. She is _________ years old.
3. ____
4. ____
5. ____

Teaching Point

D1 (i) Help students to make a greeting card by themselves. Guide them to cut and fold paper.
Help them to write on the greeting card with correct spelling and punctuation.
D2 Encourage them to write some sentences about their mothers.

Review - 3

A) Oral Communication

Learning the Sounds

Match the given words with their rhyming words.

swing	fall
tall	sleep
keep	ring

Read the given sight words and use them in sentences of your own.

that   are   on

____

____

____

Get students into pairs and ask them to practise the routine greetings and courtesy words expressing any of their needs (book or colour pencils) in their dialogues.

B) Reading and Critical Thinking

Reading Comprehension

Answer the given questions.

- Why are Ayyan and Maham happy?
- Write any two classroom manners.
- Who was looking at the classroom manners?

Arrange the given words in alphabetical order.

rain zoo nose bus camel key

1. ______________ 2. ______________ 3. ______________

4. ______________ 5. ______________ 6. ______________

C) Language Focus

Vocabulary Building

Read the given words and write their meanings.

finish	
share	
greeting	

Choose the correct options and fill in the blanks.

- She _______ a teacher. (is are)
- I _______ Hamza. (am is)
- They _______ sleepy. (are am)

Make questions using the given question words.

When: ____

Why: ____

Write two adjectives of size, quality and colour.

Adjectives of Size	Adjectives of Quality	Adjectives of Colour

D) Writing

Learning to Write

Complete the mind map by writing four qualities of your best friend.

My Best Friend

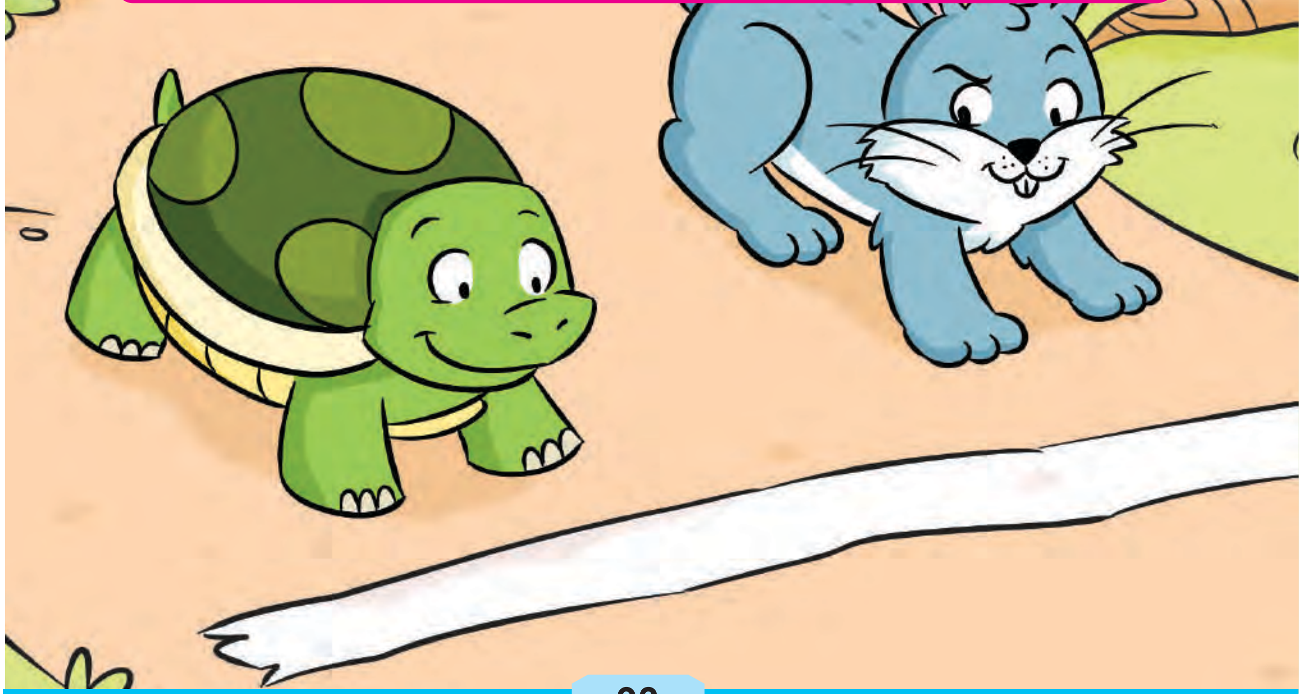
Unit 10

The Hare and the Tortoise

Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict the story by looking at picture(s) in the text.
- interact with the text and use reading strategies (while reading) to guess what follows in a story.
- recognise and classify into different categories, some simple action and naming words from pictures and immediate surroundings e.g. animals.
- respond to the text (post reading) to express likes /dislikes about the story.
- listen to a story/fairytale of a few sentences read aloud by the teacher.
- read aloud the same story/fairytale themselves.
- identify names and characters.
- respond orally in yes or no, your likes or dislikes about the story/character.
- identify, recognise and articulate common two to three-lettered sight words and words with common spelling patterns.
- recognise words ending with an 's' sound in the plural form of a word.
- use words showing possession, e.g. my, your, our.
- respond to simple sentences showing command in a school scenario.
- express enjoyment while playing.
- recognise and use a question mark at the end of a question.
- fill in speech bubbles with given appropriate words and formulaic expressions.



Getting Started

Look at the picture and guess what it is about.

Let's Talk

- What can you do at home to help your mother?
- What do you do to help your teacher in your classroom?
- What can you do to make yourself a good child?

The Hare and the Tortoise

Pre-reading

- Look at the given pictures and tell the names of the animals.
- Have you ever participated in any race?

One day, all the animals of the jungle were having fun together. A hare told them proudly that he could run very fast. He was making fun of a tortoise for his slow speed. The tortoise challenged the hare to have a race. The hare happily agreed.

The race started. The hare ran very fast and left the tortoise far behind. "I have much time to reach the finish line. I can have some rest," he thought. So he slept under a tree.

While-reading

What will happen next when the hare wakes up?

The tortoise kept walking slowly. At last, he reached the finish line. The animals loudly cheered for the tortoise. The hare woke up from his sleep. The poor hare ran to reach the finish line, but it was too late. The tortoise was over the line. The hare was very sad at the end because he lost the match.

Post-reading

- Why was the hare sad at the end?
- What lesson did you learn from the story?

Teaching Point

Model reading of the text will be done with correct pronunciation and intonation. Tell students that we should not consider others inferior. Tell them that a fable is an animal story that has a moral at the end.

A) Oral Communication

1. Learning the Sounds

's' and 'z' Sound in Plurals

i. Read and say the given plural nouns.

/s/ sound		/z/ sound	
rabbit	rabbits	bed	beds
cup	cups	sparrow	sparrows
duck	ducks	room	rooms
bat	bats	hare	hares
frock	frocks	word	words

Read Me

Some plural nouns end with an 's' sound. For example: books, cups, cats, etc.
Some plural nouns end with a 'z' sound. For example: trees, cars, etc.

ii. Circle (○) the plurals that end in an 's' sound and square (□) the plurals that end in a 'z' sound.

ants	hats	tigers	flowers
pandas	snakes	books	dogs

Teaching Point

A 1 (i) Tell students how to recognise an 's' or 'z' sound. When the singular ends with an unvoiced sound (no vibration in the larynx), the plural is pronounced /s/. When the singular ends with a voiced sound (vibration in the larynx), the plural is pronounced /z/. Encourage them to share more plurals ending with an 's' and 'z' sound.

2. Learning to Speak

i. Read and practise the given dialogue.

Hare: Hello, little Tortoise! How are you?

Tortoise: Hi, I am fine. How are you?

Hare: I am also fine. Can we play together?

Tortoise: Yes, sure. What do you want to play?

Hare: Let's have a race. Do you like racing?

Tortoise: Yes, I really like it. Let's race.

ii. Read the given dialogue and express your enjoyment while playing in your school.

B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- What happened during the race?
- Who was proud?
- What do you learn from the story?

ii. Fill in the blanks using the given word bank.

hare	challenged	finish line	ashamed	rude

- The tortoise reached the ________________ first.
- The ______________ was making fun of the tortoise.
- The hare felt ___________ .
- He said sorry to the tortoise for his __________ behaviour.
- The tortoise __________ the hare to a race.

Teaching Point

A2 (i) Ask students to role-play the dialogue above. B2 Encourage them to read the lesson again and circle the correct answers.

C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

challenge	dare
cheer	a shout of joy
proud	feeling better than others
rude	impolite

Animal Names

ii. Read the given animal names.

Wild Animals

tiger

bear

elephant

Farm Animals

horse

hen

rabbit

iii. Think of two more wild animals and farm animals and write their names below.

Wild animals		
Farm animals		

2. Learning to Spell

i. Read the given sight words.

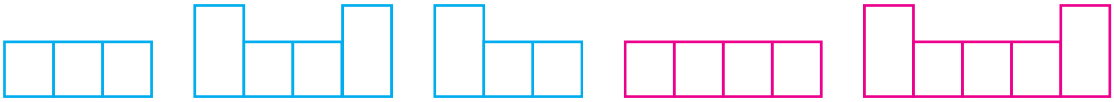
them did can so not

Teaching Point

C1 (i) Ask students to learn vocabulary with their meanings. C1 (ii) Tell them the difference between wild animals and farm animals. C1 (iii) Encourage students to write names of two more wild animals and farm animals. C2 (i) Explain to them the importance of sight words and ask them to use them in their own sentences.

ii. Write the sight words from the word bank in the shape boxes that fit.

ten soon run find drink



iii. Fill in the missing letters to complete the words.

h__re f__st s__ow

s__ eep t___ ee h__rse

3. Grammar

Words Showing Possession

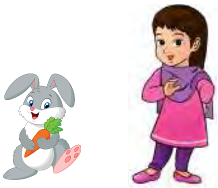
i. Read the following sentences and notice the use of possessive adjectives.

Read Me

Possessive adjectives are used to show possession. They show that something belongs to someone.

I am Asma.

This is my rabbit.



We are classmates.

This is our school.

You are Haris.

This is your duck.

Teaching Point

C3 (i) Explain to students the concept of words showing possession by giving different examples on the board.

ii. Fill in the blanks with 'our', 'my' or 'your'.

- I am Samra. This is _________ pet.
- We are brother and sister. This is ___________ house.
- You are Arun. This is ____________ pencil.

Question Mark (?)

iii. Read the given questions and notice the use of the question mark.

a. What is this?
This is a car.

b. When will Sarah come?
Sarah will come on Sunday.

c. Why are you late?
I missed the school bus.

Read Me

We use a question mark (?) at the end of a question.

iv. Make two questions of your own. Remember to use question marks.

Q. ____

Q. ____

Commands

v. Read the given commands.

Look at the board. | Open the door.

Stop fighting. | Wash your hands.

Read Me

When we ask somebody to do something, it is called a command.

vi. Tick (✓) the commands in the given sentences.

- Give me your notebook. ☐
- You are looking good. ☐

Teaching Point

C3 (iii) Ask them to read the questions and notice the use of the question mark.
C3 (v) Explain to students the concept of commands by giving different examples on the board. Have them share more examples showing commands.

- Open the window. ☐
- What are you doing? ☐
- Complete your homework. ☐

D) Writing

1. Learning to Write

Read and fill in the speech bubbles with the given sentences/phrases.

3. What are you doing?
1. How are you?
2. I am fine.
4. I am playing with my rabbit.

2. Creative Writing

Look at the picture and write four sentences about it. You may take help from the given word bank.

I have a parrot. Its name is Mithu.

____

____

____

____

Word Bank
green
beak
love
play

Teaching Point

D2 Help students write a paragraph on their own.

Unit 11

Love Animals

Learning Outcomes

After completing this unit, you will be able to:

- recite short poems or nursery rhymes with actions.
- respond to the text (post-reading) to express understanding of the poem.
- use appropriate body language for different communicative functions.
- demonstrate use of common conventions and dynamics of oral interactions to recite poems.
- recognise words ending with /s/ and /z/ sounds in the plural form of a word.
- point out specific information in a calendar like the name of the month, and day of the week using sight reading strategies.
- identify punctuation marks in a sentence (e.g. capitalisation, comma, full stop, question mark, etc.).
- identify and articulate simple rhyming words in text.
- recognise, articulate and use some common phrases and formulaic expressions to express limited needs.
- identify and use words showing possession, e.g. his, her, their.
- recognise and use a comma in a list.
- recognise and write rhyming words from a poem.

Getting Started

Look at the picture below and tell how you would feel if you are caged in. Of course,you won't feel good. In a similar way, animals like to be free. We should not keep them in cages.

Let's Talk

- Do you have any pet animal at home?
- How do you take care of it?

My Kitty Cat

Pre-reading

- Look at the given picture and tell the name of the animal.
- Which pet would you like to keep at home?

My kitty cat is black and white.
She sleeps all day and plays all night.
At dawn she knows when to be fed
And walks atop my sleepy head.
Once she finally gets her food,
She soon adopts a happy mood.
Then in the chair she likes the best,
She stretches out to take a rest.

Ryan Gibbs

While-reading

Which animal do you like the most and why?

Post-reading

- Did you like the poem? If yes, why?
- If you have a pet, how will you take care of it?

Teaching Point

Model the poem by reading with correct pronunciation and intonation. Help and encourage students to recite the poem. Ask students if they have ever seen a cat.

A) Oral Communication

1. Learning the Sounds

's' and 'z' Sounds in Plurals

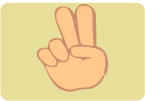
i. Make plurals of the given words and tick (✓) the one with an 's' sound and star (☆) the ones with a 'z' sound.

Singular	Plural	☆/✓
cat		
mug		
glove		
pet		

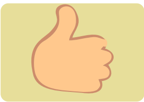
Singular	Plural	☆/✓
star		
plate		
book		
panda		

2. Learning to Speak

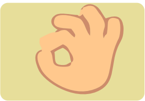
i. Look at the given signs and tell what they mean.



Victory



Well done



Perfect

ii. Read the above signs and practise them.

B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- What is the colour of the kitty cat?
- At what time does the cat sleep and play?
- Where did the cat have a rest?

Teaching Point

A1 (i) Tell students that when we change singular to plural, some plurals end in an /s/ sound and some end in a /z/ sound. Encourage them to find more examples. A2 Tell students that sometimes we use our body gestures to convey our message. Use different hand and body gestures to explain the concept.

ii. Read the given calendar and answer the questions.

January

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- How many months are there in a year? ________________
- What is your birthday month? ________________________
- Name the sixth month of a year. _____________________

iii. Underline capital letters and circle punctuation marks in the given sentences.

- Why are you going to Islamabad?
- This is my cat, Kitty.
- What is your favourite toy?
- He is a police officer.

Teaching Point

B (ii) Encourage students to learn the names of the days of the week and the names of the months in a year. B (iii) Have students recall the concept of some punctuation marks, e.g. full stop, question mark and comma.

iv. Read the lesson again and fill in the blanks.

- The colour of the kitty cat is ___________________.
- The kitty cat eats its food at __________________.
- The kitty cat wants to have a rest on the _____________.

C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

dawn	first light of the day
adopt	choose to take up
stretch out	to lie down, to take a rest

Rhyming Words

ii. Read the given rhyming words.

night → white   fed → head   mood → food

iii. Write your own pairs of rhyming words.

________ → ________   ________ → ________

Express Needs

iv. Read and practise the given dialogue.

Uzma: Mama, could you buy me some storybooks and colouring books?
Mother: Yes, sure!
Uzma: Thank you, Mama!
Mother: You are welcome!

Teaching Point: C1 (i) Ask students to learn words with their meanings. Ask them to use these words in their daily conversation. C1 (ii) Have students recall the concept of rhyming words by writing some examples on the board.

2. Learning to Spell

i. Read and write the given sight words in the shape boxes that fit.

yes | will | me | would | my | this | one | like

ii. Circle the correct spelling in each row.

down	downn	duwn
chiar	chair	chaiir
satretch	setretch	stretch
adopt	adoopt	adopat
haapy	happy	happyy

3. Grammar

Words Showing Possession

i. Read the given sentences and notice the use of possessive adjectives.

She is Priya.

These are her dresses.

He is John.

This is his ball.

This is a family.

This is their house.

ii. Fill in the blanks using 'his', 'her' or 'their'.

- Nimra is a girl. This is ________ cat.
- Usman is a doctor. This is _______ clinic.

Teaching Point

C3 (i) Have students recall the concept of words showing possession. C3 (iii) Explain to them the concept of the comma by giving examples on the board.

- Amna and Ambreen are sisters. Yunas is _________ father.

Comma

iii. Read the following sentences and notice the use of comma.

- I love to eat apples, grapes, mangoes and bananas.
- My best friends are Sana, Iqra, Asma and Esha.
- I have two storybooks, five pencils, one pen and a scrapbook.

Read Me

We use a comma to separate three or more words in a series.

iv. Rewrite the sentences by putting commas in each.

- She bought biscuits chips pizza and juice from the market.

____

- He is a strong wealthy and healthy man.

____

- The plain cake requires flour sugar eggs butter and vanilla essence.

____

D) Writing

1. Learning to Write

Read the given poem. Find a pair of the rhyming words and copy it. Add one more rhyming word of your own.

Allah is Great this I know,
For the Qur'an tells me so;
All of us to Him belong,
We are weak but He is strong.

2. Creative Writing

Write five things about your pet in your notebook.

Teaching Point

D1 Encourage students to find a pair of rhyming words in the given poem and write a rhyming word.

Review - 4

A) Oral Communication

Learning the Sounds

Write plurals of the given words. Then circle the words with an 's' sound and underline the words with a 'z' sound.

duck ______________ book ______________

hen ______________ bed ______________

Engage students in a discussion on how they enjoy playing their favourite games.

B) Reading and Critical Thinking

Reading Comprehension

Answer the given questions.

- Why did the hare make fun of the tortoise?
- What happened during the race of hare and the tortoise?
- How do we take care of our pet animals?

Rewrite the given sentences by using the correct capital letters and punctuation.

- where are you going

____

- my favourite subject is english

____

- who is your friend

____

C) Language Focus

Vocabulary Building

Read the given words and write their meanings.

cheer	
rude	
dawn	

Fill in the blanks using 'his', 'her' or 'their'.

Seeta is a girl.

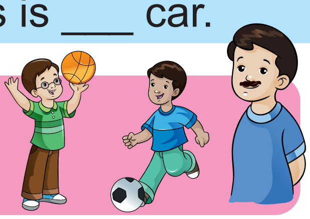
This is ___ cat.

Ahmed is a boy.

This is ___ car.

Sam and Ben are brothers.

Mr. Patrick is _______ uncle.



Punctuate the given sentences by adding the comma.

- They bought fruits vegetables and eggs from the market.
- Ali is a regular punctual and hardworking student.
- My favourite colours are red black and green.

Circle the commands in the given sentences.

Close the window.

What are you doing?

He is reading a book.

Listen to me carefully.

D) Writing

Learning to Write

Write five sentences about a tortoise.

قومی ترانہ

پاک سَرزمین شاد باد   کِشورِ حَسِین شاد باد
تُو نشانِ عزمِ عالی شان   ارضِ پاکستان
مرکزِ یقین شاد باد
پاک سَرزمین کا نِظام   قُوّتِ اُخُوّتِ عوام
قوم ، مُلک ، سلطنت   پایندہ تابندہ باد
شاد باد منزلِ مُراد
پَرچمِ ستارہ و ہِلال   رہبرِ ترقّی و کمال
ترجمانِ ماضی، شانِ حال   جانِ اِستقبال
سایۂ خدائے ذُوالجلال

Punjab Curriculum and Textbook Board, Lahore